



Newtown High School of the Performing Arts

Year 8 Learning Booklet 2024

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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, Numeracy and 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.



Ceramics & Sculpture

In Ceramics & Sculpture, students will make and express meaning as they explore various points of view and develop their own characteristic style. They will examine the many ways humans use ceramics in the topic **Functionality**, their inner, spiritual world through the creation of **Power Objects**, and investigate the made and natural worlds through a study of **Our World**.

Your child's progress in Ceramics will be assessed throughout the year using but not limited to both written and practical components. Students work individually and in groups, creatively exploring a variety of approaches to artmaking. Students are required to keep a Visual Arts Process Diary recording their research, experiments and processes.

Term	Learning (Topics)	Task Details
1	<p>Functionality</p> <p>Students will explore the ways in which clay has been used throughout much of human history to create functional objects. They will gain inspiration from a range of historical and contemporary artists from around the globe. Students will obtain an understanding of health and safety issues relating to working with ceramics and develop their repertoire of clay hand-building techniques and surface treatments.</p>	<p>Ongoing course work/ Body of Work (BOW)</p> <p>A ceramic BOW and documentation of processes in VAPD.</p>
2	<p>Power Objects</p> <p>Students will explore the expression of their own imagination and ideas through the creation of symbolic sculptural ceramic objects. They will examine their inner world and harness their subjective creativity, using ceramic hand-building techniques to develop highly original decorative object/s.</p>	<p>Ongoing course work/ Body of Work (BOW)</p> <p>A ceramic BOW and documentation of processes in VAPD.</p> <p>Theory Task</p> <p>Research presentation on a ceramic artist.</p>
3	<p>Our World</p> <p>Students will explore and reflect upon the complexities and defining characteristics of our world, using ceramic hand-building techniques to produce ceramic form/s. Students will bring their completed work/s together as a collective response to the possibilities and problems posed by our interactions with elements of our world.</p>	<p>Ongoing course work/ Body of Work (BOW)</p> <p>A ceramic BOW and documentation of processes in VAPD.</p> <p>Theory Task</p> <p>Written critical and creative reflections and artist statement.</p>
4	<p>Personal Interest Project (PIP)</p> <p>Following their exploration of both inner and outer worlds and a range of techniques, students will develop a driving question to explore in a <i>Personal Interest Project (PIP)</i>. Here they will use their technical and problem-solving skills to produce a body of work that is self-directed and driven by their own curiosity and creativity.</p>	<p>Ongoing course work/ Body of Work (BOW)</p> <p>A ceramic BOW and documentation of processes in VAPD. Ongoing formative feedback, no formal assessment.</p>



Classical Ballet Body Conditioning

The study of Classical Ballet in Year 8 is an important component in gaining the knowledge, understanding and skills that result in a balanced training in dance. There is also a focus in this course on body conditioning techniques to teach students about the importance of cross training, as well as body maintenance and injury prevention. The course also comprises study in Classical Ballet Technique and Style, Repertoire from famous ballets and Classical Ballet Composition. Your child's progress in Classical Ballet/ Body Conditioning will be assessed throughout the year using but not limited to *classwork, performance, composition, journals and group work*. Through the study of Classical Ballet Body Conditioning, students will develop life long skills developing skills in creativity, collaboration, communication and critical reflection.

Term	Learning (Topics)	Task Details
1	<p>Technique and Performance Dance Technique and Style will be studied by taking part in Classical Ballet practical classes with a focus on safe dance practice and performance quality. Through the study of Classical Ballet technique and Style students will develop their communication skills and creativity.</p>	<ul style="list-style-type: none"> ● Examination Ballet Solo, Technique Class and Analysis ● Students set goals to achieve in regards to strength, stamina and flexibility which will be self-assessed
2	<p>Body Conditioning Body Conditioning will be studied by taking part in cross-training classes that focus on developing student's strength, stamina and flexibility. These classes will enhance their knowledge and application of safe dance practice and performance quality. Through the study and teaching of Body Conditioning techniques, such as Pilates, students will develop their communication skills and creativity.</p>	<ul style="list-style-type: none"> ● Research task on a Body Conditioning method ● Devise a workout to teach in chosen Body Conditioning method
3	<p>Repertoire Study Students will continue to work on Classical Ballet Technique and Style. There will be an increased focus on performance through the study of Classical Ballet repertoire from famous Classical Ballets.</p>	<ul style="list-style-type: none"> ● Performance assessment of Classical Ballet repertoire
4	<p>Classical Ballet Composition Students will be introduced to Classical Ballet composition fostering critical and creative thinking. Students will explore aspects of the elements of dance in response to a range of stimuli in their Classical Ballet composition work. Students will also learn that Classical Ballet works of art express ideas and meaning.</p>	<ul style="list-style-type: none"> ● Self-assessment, peer assessment and formative assessment on elements of Dance in the Classical Ballet style and performance of Repertoire.



Commerce

In Commerce, students begin their journey towards personal financial competence and responsible participation in today's changing commercial environment. Drawing on their experiences as consumers, students learn how to make informed decisions as they explore and develop consumer and financial literacy. They build new ideas through research, reading and comprehension, and evaluation of alternative choices and decisions. Students develop confidence and competence in problem-solving and decision-making related to consumer, financial, business, legal and social issues. Students will be able to apply the skills and knowledge they develop to their own contexts, be it in the performing arts or other areas.

Your child's progress in relation to knowledge, understanding, communication and skills in Commerce will be assessed through ongoing course work as well as learning tasks.

Term	Learning (Topics)	Task Details
1	<p>Consumer and Financial Decisions Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.</p>	<p>Term 1 Week 9 Consumer Protection Infographic</p>
2	<p>Promoting and Selling Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales, and evaluate the impact on consumers.</p>	<p>Ongoing coursework grade</p>
3	<p>Our Economy Students investigate Australia's place in the global economy, measurement of economic performance, trade patterns, the impact of changes in our economy and the implications of these changes for consumers, businesses and broader society. They investigate global influences on Australia's economy.</p>	<p>Term 3 Week 6 Our Economy Research & Presentation</p>
4	<p>Travel Students learn how to plan for travel and how to solve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget.</p>	<p>Term 4 Week 6 Travel Research & student report</p>
		<p>Ongoing Coursework</p>



Dance

Students in Year 8 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 life long skills in creativity, collaboration, communication and critical reflection.

Term	Topics	Task Details
1	Dance performance focusing on safe dance practice and performance quality. Through the study of dance performance students develop their communication skills and creativity. Students will then use critical reflection on their dance practice in their Dance journal.	<p>Classwork and Journal Questions</p> <ul style="list-style-type: none"> • Performance of class dance; focusing on technique and performance quality • Students will submit journal questions on safe dance practice in relation to their class dance. • Journal writing in response to classwork • Self-assessment and peer assessment
2	Students will continue to work on dance performance. There will be an increased focus on written work and critical reflection through the study of dance appreciation. Students will be introduced to Safe Dance Practice applied to Dance Performance.	<p>Dance Performance</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. <p>Formative Jardi Tancat Appreciation</p> <ul style="list-style-type: none"> • Students complete a PEEL paragraph analysing how ONE element of dance communicates the themes present in the work.
3	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 a range of stimuli in their composition work. Students will also learn that dance works of art express ideas and meaning.	<p>Composition and Analysis Task (part A)</p> <ul style="list-style-type: none"> • Students compose and perform a 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 submit a written analysis of their compositional process - focusing on their reflection of how they have applied elements of dance and transitions to their choreography. <p>Composition Duet Task (Part B)</p> <ul style="list-style-type: none"> • Students combine movement sequences (Part A) to create a duo.



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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. Students will then use critical reflection on their dance practice in their Dance journal.</p>	<ul style="list-style-type: none">• Formative in-class on-going - Self-assessment, peer assessment and formative assessment through technique classes and journal reflections.
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Drama

In Drama, Students engage in a practical, experiential mode of learning to develop their understanding of the Elements of Drama, and apply this knowledge to a variety of contexts. Students will develop their knowledge and understanding of dramatic forms and styles of performance while improving and refining their performance skills, physicality and characterisation skills.

Students develop skills in collaboration in order to enhance their creativity, applying skills to a variety of practical tasks to understand the value of Drama as a tool to communicate complex ideas. Students critically reflect on their learning through oral and written tasks. Students' progress in Drama will be assessed throughout the year using, but not limited to, performance experiences, written log book entries, extended reflections, and a range of individual, peer and teacher assessment and feedback practices.

Term	Learning (Topics)	Task Details
1	<p>Page to Stage Students engage in collaborative activities as they explore the process of analysing and staging a piece of scripted work. They analyse, rehearse, direct and stage sections of a selection of plays studied in class, and engage in activities encouraging creative and critical thinking skills as they solve problems and create an interpretation of a scripted work for performance.</p>	<p>Scripted Performance and Extended Reflection Students rehearse and perform a scene or scenes from a short scripted play for young people. They will be assessed on their ability to demonstrate their understanding of performance skills and techniques and appropriate characterisation.</p> <p>Students complete a reflective essay detailing their learning about the process of staging scripted work, along with choices they made to create situation and character.</p>
2	<p>Animate Students engage with the history and purpose of puppetry as a way of telling stories. This unit focuses on engaging with recycled materials, examining ways creators can re-use and recycle to experiment with varied performance spaces and production elements appropriate to a specific purpose and audience. Students will work in small groups to playbuild stories set in a fictional world, commenting on sustainability and the future, making use of group devised processes.</p> <p>Physicalise Students continue to develop their skills in physicality, engaging explicitly with the conventions and techniques of Physical Theatre. Students generate ideas and explore possibilities through practical brainstorming workshops. They use their critical reflection skills to select and structure their ideas in order to create a piece of original work that communicates a clear idea where physicality is the main technique for communicating.</p>	<p>Devised Performance In small groups, students will devise, rehearse and refine their production of a short puppetry performance, making use of a variety of production elements.</p> <p>Students will be assessed on their ability to demonstrate effective devising processes and their use of the conventions and techniques of puppetry to communicate meaning through performance.</p>



<p>3</p>	<p>Origins - Choral Myths 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 through their approach to the chorus work of Greek Theatre. Students will develop their understanding of the style, performing as chorus, whilst working collaboratively to research an existing myth that they will re-interpret into a Greek Chorus performance piece.</p>	<p>Devised Performance and Extended Reflection Students collaborate on a rehearsed performance that demonstrates techniques and conventions explored during this unit of work.</p> <p>Students compose a structured critical reflection detailing the process of creating their performance and what they have learned, reflecting on their use of conventions for specific effect.</p>
<p>4</p>	<p>Monologue Students hone their skills in stagecraft, discovering new ways to use performance space and develop character to tell stories. They research and redraft monologue pieces, to realise a story appropriate to them. Students utilise performance skills and production elements to bring to life a short individual performance piece.</p> <p>Theatresports Students make use of the basic rules of improvisation to work collaboratively to bring different characters, across varying contexts, to life on stage. They engage in classroom workshops to perform and critique small performance pieces intended to challenge, inform and entertain audiences.</p>	<p>Scripted Performance Students individually rehearse and perform a monologue. They will be assessed on their ability to demonstrate their understanding of the form and style of performance, conventions, techniques and appropriate characterisation.</p>



English

In Year 8 English, students refine their skills in building and expressing new ideas through composing analytical and imaginative texts for a range of audiences and purposes. Students exercise curiosity and critical thinking skills, articulating their personal responses to texts and differentiating between fact and opinion. They develop empathy through engaging with a range of perspectives in literary texts, exploring real and imagined worlds.

Your child’s progress in English will be assessed throughout the year using, but not limited to, creative, critical and analytical writing tasks.

Term	Learning (Topics)	Task Details
1	<p>Australian Perspectives Students learn about the way in which Australia is a nation of different views and voices and how these are represented through literature in a range of forms. They develop an understanding of the ways in which these perspectives can offer accordance or compete with dominant national and cultural narratives. Students also study the deliberate language choices made in literature to present these perspectives, including common images and symbols associated with the Australian experience. Students apply their own understandings of language forms and features to their own original imaginative compositions representing an Australian perspective.</p>	<p>Students compose and hand in a creative narrative that provides an Australian perspective.</p>
2	<p>Perception and Persuasion: Advertising and Documentaries Students learn about the ways in which texts position responders to promote particular ideas, arguments and values. Students develop an understanding of the technical features used in written and multimedia texts, including documentaries, to influence our perspectives and understandings. Through this, students enhance their critical literacy skills and develop a deeper understanding about the ways in which various interest groups attempt to influence others through a range of language modes.</p>	<p>Students collaboratively construct an advertisement for a complex machine that they have designed in Science.</p>
3	<p>The Hero’s Journey Students learn about the concepts of archetypes and genre through this novel study exploring the Hero’s Journey. They develop the skills necessary to analyse prose fiction and explain the effect that specific language techniques have on responders through close study of a novel. Students refine their ability to respond to texts in an analytical format, using relevant textual evidence to demonstrate their conceptual and thematic understanding of the text set for study.</p>	<p>Students compose and hand in an essay focused on a novel studied in class.</p>
4	<p>Introduction to Shakespearean Drama Students develop an understanding of the historical context in which William Shakespeare composed plays and poetry. Alongside this, students gain knowledge of the genres and conventions of Shakespearean Drama and the classical influences adopted by Renaissance playwrights. Students also develop an understanding of the features and conventions of dramatic texts and refine their capacity to critically analyse, compose and deliver dramatic performances based on written compositions.</p>	<p>Students construct and deliver a soliloquy and compose a rationale explaining their creative choices.</p>



Film and Animation

The Film and Animation course exposes students to the three stages of film and animation production: pre-production, production and post-production. In each stage of the filmmaking process, students learn the skills and processes required to produce films and animations using a variety of techniques, equipment and software. Students work independently and collaboratively to tell stories using film techniques, edit their footage into films, and add animated elements. This course will focus on the development of teamwork and organisational skills to ensure that crews can work together to efficiently produce films. Students will require resilience and grit to overcome technical and conceptual challenges, and curiosity to build new ideas in original short films.

Your child's progress in Film and Animation will be assessed throughout the year using, but not limited to, written and practical components. Students work individually and in groups to creatively explore a variety of approaches to artmaking. Students are required to keep a film journal recording their research, experiments and processes.

Term	Learning (Topics)	Task Details
1	<p>Live Action</p> <p>In <i>Live Action</i> students learn how to translate their inner world to film. Students develop knowledge of the fundamentals of filmmaking through making and expressing meaning in an original film montage. Students learn to plan, shoot and edit films to communicate an emotion through a selection of shot types and camera angles. They use montage and non-diegetic sound and document the elements of their world which hold significance and meaning to them.</p>	<p>Ongoing course work/ Body of Work (BOW) A live action film + storyboard</p> <p>Theory Task Film Review</p>
2	<p>Asia Pacific Animated Stories</p> <p>In <i>Asia Pacific Animated Stories</i> students will learn about cultural stories and explore the outer world to develop their knowledge of stop motion animation and editing techniques. Students work in teams to plan, shoot, animate and edit their films and will be responsible for particular roles while committing to the project and to the group.</p>	<p>Ongoing course work/ Body of Work (BOW) A stop motion film</p> <p>Theory Task Screenplay</p>
3	<p>Personal Interest Project (PIP)</p> <p>In Term 4, students embody their learning through a Personal Interest Project (PIP), in which they work independently or in groups to produce a live-action film or stop motion animation informed by the skills and knowledge developed throughout the course. Students identify an area of interest to them and develop a driving question for their project. They work through the three stages of film production to produce a short film of their choice to demonstrate their organisation and highlight and celebrate their knowledge, interest, passions and skills.</p>	<p>Ongoing course work/ Body of Work (BOW) Ongoing formative feedback, no formal assessment.</p>



French

In Year 8, students develop fundamental language skills focusing on accessing and responding to both reading and aural French texts, composing written French texts, and interacting in spoken French. They gain knowledge about a variety of topics about their personal world, including self-introductions, discussing and describing family, friends and pets, talking about their home and where they live, expressing opinions, festivals and important dates, clothes, and talking about leisure activities. They undertake both individual and group tasks to develop their language, communication and collaboration skills.

Your child's progress in French will be assessed throughout the year using but not limited to

- Continual assessment of classwork and bookwork during the year
- Continual assessment of speaking skills through role plays and classroom participation
- Online work, including activities and quizzes on Google Classroom/Kerboodle/Languages Online
- One assessment task per term as outlined below

Term	Learning (Topics)	Task Details
1	<p>Topics: Hello and I live here!</p> <p>By the end of the term, students should be able to:</p> <ul style="list-style-type: none"> • Greet others • Introduce and exchange information about themselves 	<p>Task 1: Interacting: Speaking Self-introduction Role Play</p> <ul style="list-style-type: none"> • Students will prepare a script and then act out a conversation with a partner in French to exchange information about themselves
2	<p>Topics: At Home and Pets</p> <p>By the end of the term, students should be able to:</p> <ul style="list-style-type: none"> • Talk about their family, friends and pets • Describe things, including their home and room • Express opinions 	<p>Task 2: Accessing and Responding: Reading and Listening Class Task</p> <ul style="list-style-type: none"> • Students will access and respond to information in French from written and aural texts, make inferences and draw conclusions in English about family, friends, pets and their home
3	<p>Topics: Clothes and Describing People</p> <p>By the end of the term, students should be able to:</p> <ul style="list-style-type: none"> • Talk about clothes • Describe themselves and others 	<p>Task 3: Composing: Writing Task</p> <ul style="list-style-type: none"> • Students will be required to write a short text in French to describe themselves and others including what they wear
4	<p>Topic: Leisure Activities and the Weather</p> <p>By the end of the term, students should be able to:</p> <ul style="list-style-type: none"> • Discuss their free-time, including sport and weekend activities • Talk about the weather and different activities according to the weather 	<p>Task 4: Accessing and Responding: Reading and Listening Class Task</p> <ul style="list-style-type: none"> • Students will access and respond to information in French from written and aural texts, make inferences and draw conclusions in English about the weather, leisure and weekend activities



Geography

Students study Geography in Semester 2 [Terms 3 & 4]. In Year 8 Geography, students develop knowledge and skills to become responsible citizens and understand the ecological issues they face in their lifetimes. They develop their numeracy and literacy in the context of geographical skills, learning to use and interpret maps, graphs, data and information. Students learn to think and act like geographers via two topics: *Water in the World*, and *Interconnections*. Students examine water as a resource, the factors influencing water flows, alongside the availability of water resources in different places. Then, in *Interconnections*, students focus on the connections people have to places at the local, national and international level. They develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies.

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>Water in the World Students explore the roles and importance of water in our world. They examine features and geographical processes of the water cycle. Students learn about the uses and value of water in agriculture, industry, as well as to rural, urban and indigenous communities. Students examine issues related to water pollution and overuse. They 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>ONGOING [All topics]: Course work</p> <p>Water in the World Test</p>
4	<p>Interconnections Students undertake a self-reflective study of how they are part of a steadily growing interconnected world. Students examine and discuss political, technological and economic factors that have contributed to increasing interconnections, and the issues these raise, the impacts of Multinational Corporations. Within this context, students will continue to develop their mapping skills.</p>	<p>ONGOING [All topics]: Course work</p> <p>Global Product Project</p>



History

Students study History in Semester 1 [terms 1 & 2]. In History, students continue to develop the skills and understanding needed to think and act like historians as they investigate the move from the ancient past to the beginning of the modern world. Through their studies in Year 8, students interpret sources and explore possibilities and perspectives regarding the *Vikings* and their legacy, *Expanding Contacts* and *Japan Under the Shoguns*. Students think about how and why things happened in the past, make and express meaning in a variety of forms and use their teamwork skills to share ideas. Students apply numeracy skills through using and interpreting timelines and sequencing important events in chronological order. Literacy will be developed as students broaden their vocabulary, learn to spell and define key terms, practice comprehension of a range of texts, and develop their paragraph writing skills. Students use 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>Overview of the Ancient and Modern World Year 8 History begins with a brief overview of how the world moved from the ancient period to the beginning of the modern age.</p> <p>Vikings Students use curiosity to examine primary and secondary sources to explore how people lived in Viking society; they ask and answer questions about how and why the Vikings expanded through conquest of other peoples and how this affected people's way of life; they explore developments Viking weaponry, shipbuilding and trade. Students use curiosity to examine the legacy of the Vikings on Medieval Europe and beyond. Students showcase their investigation into a Vikings primary source in a class 'museum exhibition' lesson.</p>	<p>ONGOING [All topics]: Course work</p> <p>VIKINGS Vikings Museum project [interpreting a primary source]</p>
2	<p>Expanding Contacts Students use critical thinking and empathy in a study of the impacts of colonisation in Australia and other places, with a focus on Aboriginal and Indigenous Peoples, Colonisation and Contact History, developing their knowledge and understanding, as well as literacy skills in reading, comprehension and expression.</p> <p>Japan Under the Shoguns Students explore aspects of society and culture, key events and personalities, and historical sites, to understand how Shogunate Japan developed in isolation, and was later shaped by contact with other societies. Students develop their skills in ICT and teamwork through a digital collaboration project.</p>	<p>ONGOING [All topics]: Course work</p> <p>EXPANDING CONTACTS Knowledge and Source Analysis Test</p>



Mathematics

In Year 8, students develop understanding and fluency in Mathematics through inquiry, exploring and connecting mathematical concepts, using creativity and critical analysis skills to develop problem-solving skills and mathematical techniques, communication, and reasoning. They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they cover a range of topics, including financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume and properties of geometrical 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 and Mathspace activities.

Term	Learning (Topics)	Task Details
1	<p>Ratios and rates Students develop problem solving skills to solve problems involving ratios and rates as well as analyse distance–time graphs.</p> <p>Equations Students learn how to solve linear equations of up to 2 steps and simple quadratic equations.</p>	<p>Week 8: Class task on both topics</p> <p>Ongoing online tasks, quizzes and progress checks on both learning topics of Ratios and Rates and Equations.</p>
2	<p>Measurement Students apply knowledge of the perimeter of plane shapes and the circumference of circles to solve problems and develop knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems as well as consolidate knowledge of volume and capacity to solve problems involving right prisms and cylinders.</p> <p>Data Students learn to classify and to display data using a variety of graphical representations and how to analyse simple datasets using measures of centre, range and shape of the data.</p>	<p>Week 5: Assessment task on the topics of Ratios and Rates, Equations and Measurement</p> <p>Ongoing online tasks, quizzes and progress checks on Measurement and Data.</p>
3	<p>Financial mathematics Students solve financial problems involving purchasing goods and how to calculate GST and profit and loss.</p> <p>Linear Relationships Students are introduced to the Cartesian plane. They create and display number patterns and find graphical solutions to problems involving linear relationships.</p> <p>Pythagoras` Theorem Students are given the opportunity to discover properties of right-angled triangles.</p>	<p>Week 5: Assessment task on Financial Mathematics.</p> <p>Week 8: Rich task on Pythagoras` Theorem</p> <p>Ongoing online tasks, quizzes and progress checks on financial Mathematics, Linear Relationships and Pythagoras` theorem.</p>



<p>4</p>	<p>Indices Students learn how to operate with primes and roots, positive-integer and zero indices involving numerical bases and establish the relevant index laws.</p> <p>Angle Relationships Students apply angle relationships to solve problems, including those related to transversals on sets of parallel lines and discover properties of triangles and quadrilaterals.</p> <p>Transformations and Congruence Students apply and develop their knowledge of Angle Relationships through the concept of congruence and transformations of plane shapes.</p>	<p>Week 6: Task- Demonstration of knowledge of stage 4 outcomes.</p> <p>Ongoing online tasks, quizzes and progress checks on Indices, Angle Relationships and Transformations and Congruence.</p>
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Master Chef

The study of Master Chef provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment.

Term	Learning (Topics)	Task Details
1	<p>Kitchen Design – ‘The Efficient Kitchen’ Students explore the importance of good design in relation to functionality and aesthetics and how it impacts on food preparation.</p>	<ul style="list-style-type: none"> • Project – students design a new kitchen with consideration of a budget for cabinetry, fittings and appliances • 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 food <p>Tasks are undertaken in-class throughout the term with final submission of the theory booklet and project at the end of the term</p>
2	<p>Who’s Coming to Dinner? Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. Through the planning, design and preparation of food students will gain confidence in selecting, planning and preparing safe and nutritious foods that reflect national food guides.</p>	<ul style="list-style-type: none"> • Practical Project– students will design, prepare and serve a two-course meal with consideration of a guest with special dietary requirements • 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 for individuals <p>Tasks are undertaken in-class throughout the term with final submission of the theory booklet at the end of the term</p>
3	<p>Food Trends Students examine historical and current food trends and explore factors that influence their appeal and acceptability. They explore how food trends influence food selection, food service and food presentation. Students undertake planning, preparation and the presentation of safe, appealing food that reflects contemporary food trends.</p>	<ul style="list-style-type: none"> • Project – students design and prepare four innovative cupcakes considering flavour and aesthetic appeal, as well as photographing their food and preparing a two-page article for an upcoming magazine • 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 food trends and how they influence food selection <p>Tasks are undertaken in-class throughout the term with final submission of the theory booklet at the end of the term</p>



4	<p>What's the Occasion?</p> <p>Food is an important component of many special occasions. In this topic students explore a range of special occasions including social, cultural, religious, historical and family events. Students undertake a range of activities, planning and preparing safe food for special occasions, demonstrating appropriate food-handling and presentation skills.</p>	<ul style="list-style-type: none">• Ongoing in-class formative assessment
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Music

Students in Year 8 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 developing aural awareness. Students' progress in Music will be assessed throughout the year using, but not limited to, *classwork, performance, composition, journals and groupwork*. Through the study of Music, students develop skills in the four key capabilities - creativity, collaboration, communication and critical reflection.

Term	Learning (Topics)	Task Details
1	<p>Rock Styles Students build performance and collaborative skills through ensemble tasks. Students are assessed through on-going workshop and performance opportunities, developing critical reflection through self-assessment and on-going feedback. Improvisation is explored through developing an understanding of the 12 bar blues harmony and blues scale. Through developing an awareness of the stylistic features of various Rock styles, along with an understanding of the concepts of music, students build confidence in their theoretical knowledge through creative and collaborative tasks.</p>	<ul style="list-style-type: none"> • Ensemble performance task in a rock style including a solo feature. • Individual composition- blues melody & accompaniment.
2	<p>Music for Media - Film Students explore the medium of film music including examples from Silent films, Music for Animation, Film themes and underscoring. They will create a short film sound track for a given stimulus individually using live accompaniment or using music technology. They will be involved in class activities with group activities demonstrating the function of film music such as establishing a time and place and creating a mood or atmosphere. 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.
3	<p>Medieval Students step back into a world of unfamiliar instruments and styles of music, exploring the concepts of pitch, structure, tone colour and texture in the context of the Medieval Era. Through collaborative and creative tasks, students build on their understanding of the Medieval world, drawing links to modern times. 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"> • Performs a piece of solo repertoire demonstrating style, technique, expression and communication.
4	<p>From the 'The Planets' to Video Games'- Program Music Students explore the idea of Music that has a programmatic background. This will span great classical works such as The Planets, Symphony Fantastic to Music for Video games. Students will find applications for program music in a contemporary context including video games, create a personal interest project that incorporates elements of film music and program music within the context of video games. Students develop confidence and skill in the use of Music technology as part of the creative process. Students partake in ongoing self-assessment, peer assessment and self-reflection to think critically and creatively about how they learn in order 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.



Musica Vitae

Students in Year 8 at Newtown High School of the Performing Arts who study Musica Vitae follow the New South Wales Educational Standards Authority (NESA) Music syllabus. The syllabus comprises three major practices: composing, performing and listening. Student's progress in Music will be assessed throughout the year using but not limited to *solo and group performance, composition, verbal and written response, and written reflection*. Students will concurrently be working through a sequential theory course with regular quizzes, to continue to develop music literacy. Students will extend skills for learning in the four key capabilities - creativity, collaboration, communication and critical reflection, through the study of Music.

Term	Learning (Topics)	Task Details
1	<p>Rock Anatomy Students explore the genre of rock music through composing, performing and listening. Students collaborate on and deliver an ensemble performance of a piece of rock music. Students undertake written reflection considering their communication, collaboration, creativity and critical thinking. Students demonstrate their creativity within the rock genre through transcription, improvisation and composition activities.</p>	<ul style="list-style-type: none"> • Ensemble performance task in a rock style including a solo feature. • Individual composition- blues melody & accompaniment.
2	<p>Binge This! Scoring for Netflix and Disney+ Students explore film music and scoring techniques through composing, performing and listening. Students explore the concepts of music used in film scoring to reflect human emotions, expression and characteristics. Students 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.
3	<p>Monks to Mozart: Origin of Western Art Music (WAM) Students explore the origin of WAM through composing, performing and listening. Historical developments in harmony, melody and tuning systems (scales, modes and temperament) will be explored through chant, early notation, textural relationships (monophony, polyphony and homophony). Students develop solo performance skills through a combination of performance workshops and individual practice to build confidence and performance communication skills. Students extend their performance skills through peer feedback, self-critique and teacher feedback.</p>	<ul style="list-style-type: none"> • Performs a piece of solo repertoire demonstrating style, technique, expression and communication.
4	<p>It's a #Mood: Program Music Students will explore Program Music through composing, performing and listening. Students examine the relationships between music and environments, exploring how instrumental and vocal sound can render an extra-musical narrative. Learning in Term 4 is an opportunity to explore and extend the skills already acquired from the previous term through collaborative projects emphasising creativity, communication and creativity.</p>	<ul style="list-style-type: none"> • Complete music knowledge and literacy test, involving knowledge of concepts of music.



Musical Theatre

All students in Year 8 Musical Theatre engage in a practical, experiential mode of learning that integrates all performing arts disciplines to develop their understanding of the fundamentals of this form of performance, as well as a knowledge of the history surrounding Musical Theatre as a genre. Students develop their knowledge and understanding of Dramatic forms and styles of Musical Theatre performance, while improving and refining their performance skills, physicality and movement and ability to characterise effectively in this style.

Students develop their understanding of Music Theatre as a collaborative art form. They enhance their creativity by applying it to a variety of practical tasks, and understand the value of Musical Theatre as a tool to communicate complex ideas to an audience. They expand their ability to critically reflect on their learning through oral and written tasks. Students' progress in Musical Theatre will be assessed throughout the year using, but not limited to performance experiences, extended reflections, and a range of individual, peer and teacher assessment and feedback practices.

Term	Learning (Topics)	Task Details
1	<p>Musical theatre Boot Camp – Building movement and vocal skills</p> <p>“This is the Moment” – Narrative through Musical Theatre</p>	<ul style="list-style-type: none"> • Solo Song Self Tape Performance - students submit a self tape of a music theatre song demonstrating style, technique, expression and communication.
2	<p>“Putting it Together” – Song/Dance/Story</p>	<ul style="list-style-type: none"> • Performance of a scene/song from a musical in groups. • Hand in Process Journal and final evaluation, including script and reflections on rehearsals and classes.
3	<p>“One Brick at a Time” – The Elements of Production</p>	<ul style="list-style-type: none"> • Solo Dance Self Tape - students submit a self tap performing a select piece of choreography.
4	<p>“Applause” – Creating performance</p>	<ul style="list-style-type: none"> • Small Group performance of a scene/song from a musical. • Submitted research project of chosen musical including costume design, logbook, analysis of choreography and music style.



Personal Development, Health, and Physical Education (PDHPE)

When studying PDHPE, students engage in both theory and practical lessons. Students collaboratively research and explore how external influences impact individuals' engagement in health decision making. Students investigate the importance of health-related components (cardiovascular endurance, muscular endurance, and flexibility) to improve their health and wellbeing. Students also establish an understanding of the variety of cultures in Australia. Students identify individuals, groups, places or activities to which they feel a strong sense of belonging and explain how these help them to feel supported and connected. Students discuss how connection to Country/Place sustains and enhances the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities. Students participate in a range of movement activities that demonstrate and reinforce the transfer of skills across different movement contexts, including Aboriginal and Torres Strait Islander games. Students examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations

Term	Learning (Topics)	Task Details
1	<p>Building a Better Me Theory - Students interpret and assess messages and information in advertising and on packaging in order to make healthy choices about nutrition products. Students compare nutrition and physical activity of population groups to the guidelines whilst making assessment and judgments about changes that need to be made.</p> <p>Functional Fitness Practical - Students learn to refine their motor skills by participating in a number of movement patterns utilising a series of circuits for training motor skills and increasing functional strength. During the practical component, marks will be awarded each lesson in an ongoing evaluation across the whole unit of work. Lessons will focus on the development of technique and understanding in relation to body weight, weighted and skills circuits.</p>	<p>Term 1 - weeks 7-11</p> <p>Functional Fitness Practical Lesson</p> <ul style="list-style-type: none"> • Practical participation - teamwork, leadership, empathy, fundamental movement skills • Health and skill related components • Designing your own circuit training session
2	<p>Combination Games Practical - Students study the fundamental movement skills and work towards transferring their understanding and skills across a range of individual and group movement contexts</p> <p>Respectful Relationships Theory- Students research and discuss safe and healthy relationship characteristics. Students examine scenarios to assess rights and responsibilities within a range of relationship types.</p>	<p>Online classroom learning booklet and practical engagement during lessons.</p>

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<p>3</p>	<p>Walk on Earth (First Nations Unit) Theory and Practical - Students will be required to complete a range of classroom research activities that require them to delve into their own sense of self, family circumstances and connections, to enable them to better understand and acknowledge the connections that Aboriginal and Torres Strait Islander Peoples have to family, culture and the country. Students develop and broaden their understanding of significant historical events that have impacted on Aboriginal and Torres Strait Islander peoples sense of self.</p>	<p>Term 3 - Ongoing weeks 1-10 (theory and practical lessons). Online booklet submitted at the end of Term 3.</p> <ul style="list-style-type: none"> • Group work/discussions • Short answer responses • Practical participation - teamwork, leadership, initiative, development of fundamental movement skills • Practical reflections on Aboriginal and Torres Strait Islander games
<p>4</p>	<p>Exercise and Me Practical - In collaboration with Dance, Science and Maths KLA's students explore and record their personal qualitative and quantitative exercise and physical activity efforts and data during lessons. Students continue to participate in a range of movement areas focusing on lifelong physical activity opportunities.</p> <p>Protect Yourself Theory - Students investigate health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities. Students learn to recognise how contextual factors influence attitudes and behaviours and propose strategies to enhance health, safety and wellbeing.</p>	<p>Online classroom learning booklet and practical engagement during lessons.</p>



Photo, Paint and Print

Photo, Paint and Print will deliver 21st Century skills in two dimensions, enabling students to create meaning and communicate ideas in collaborative learning environments. Students' curiosity will be extended throughout the year culminating in a Personal Interest Project (PIP) based on the skills they have developed in photography, drawing, painting and printmaking from the topics *Mono and the Multiple* and *Far from a Still Life*.

Your child's progress in *Photo, Paint and Print* will be assessed throughout the year using, but not limited to, both written and practical components that reflect an engagement in artmaking practice and critical reflection. Students will work individually and in groups, allowing them to creatively explore a variety of approaches to artmaking and providing scope for students' skills and knowledge to be extended. Students are required to keep a Visual Arts Process Diary recording their research, experiments and processes.

Term	Learning (Topics)	Task Details
1	<p>Mono and the Multiple In <i>Mono and the Multiple</i> students will investigate their subjective world and will develop meaning based on personal spaces and interiors. They will experiment with photography, drawing and printmaking and will gain experience using the printmaking press to produce a series of drypoint etchings.</p>	<p>Ongoing course work/ Body of Work (BOW) A Body of Work and documentation of processes in VAPD. Theory Task Reflections and an artist's statement.</p>
2	<p>Far from a Still Life <i>Far from a Still Life</i> will see students make and express meaning through the manipulation of still life arrangements which symbolically explore aspects of the world around them. The arrangements will be photographed and developed into paintings, where students will build confidence through reflective practice at the easel.</p>	<p>Ongoing course work/ Body of Work (BOW) A Body of Work and documentation of processes in VAPD. Theory Task Reflections and an artist's statement.</p>
3	<p>Personal Interest Project (PIP) In the <i>Personal Interest Project (PIP)</i> students will select their own topic for exploration using one of or a combination of techniques developed over the year. Students will extend their photographic, drawing, printmaking and painting practice, using their technical and problem-solving skills to produce a body of work that is driven by their own creativity and curiosity.</p>	<p>Ongoing course work/ Body of Work (BOW) Ongoing formative feedback, no formal assessment.</p>



Science

In Year 8, students continue to develop fundamental science skills. They gain knowledge about a variety of areas of science, including forces, cells and body systems, structure of the atom, properties of elements, simple chemical reactions, classification of organisms and relationships in ecosystems. They undertake a student research project of their own choice to develop investigative skills. 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)	Assessment Task Details
1	<p>Topics: Creature Features, Use the Force By the end of the term, students should be able to:</p> <ul style="list-style-type: none"> • Outline factors affecting the survival of organisms in an ecosystem • Identify interactions within an ecosystem and the effect of human impacts • Use a variety of communication skills to effectively present scientific information • Use appropriate technologies and formats to collect, summarise, analyse and present data • Identify and describe the effect of contact and non-contact forces in everyday situations 	<p>Major Task: Animals in their Environment Website <i>Focus: Communication</i></p> <ul style="list-style-type: none"> • Create a website to communicate information about a chosen animal in its environment
2	<p>Topics: Use the Force (continued), Cellfie By the end of the term, students should be able to:</p> <ul style="list-style-type: none"> • Collaboratively design a solution to a problem involving forces and complex machines • Describe basic structures and functions of cells and cell organelles • Use models to effectively communicate scientific ideas 	<p>Major Task: Machine Expo <i>Focus: Collaboration</i></p> <ul style="list-style-type: none"> • Collaboratively design a complex machine to perform a particular function
3	<p>Topics: Cellfie (continued), What's the Matter? By the end of the term, students should be able to:</p> <ul style="list-style-type: none"> • Describe the properties, chemical symbols and uses of some common elements, including metals and non-metals • Compare the difference between physical and chemical changes and how to identify them • Follow a logical procedure for undertaking an investigation to collect valid first-hand data 	<p>Major Task: Cell Model <i>Focus: Creativity</i></p> <ul style="list-style-type: none"> • Create a 3D model of a chosen specialised cell
4	<p>Topic: Body Busters By the end of the term, students should be able to:</p> <ul style="list-style-type: none"> • Describe the role of the digestive, circulatory, excretory, respiratory and musculoskeletal systems • Safely design, conduct and perform a first-hand investigation • Process and analyse data to formulate valid conclusions • Use appropriate text types to present findings and ideas 	<p>Major Task: Scientific Investigation - Student Research Project <i>Focus: Critical thinking</i></p> <ul style="list-style-type: none"> • Students pose a question for investigation and follow the scientific method to test their idea and draw conclusions



Technology Mandatory

Knowledge and understanding of Technology Mandatory content is developed through pedagogical approaches, such as project and problem-based learning. Students produce innovative solutions to problems and use a variety of thinking strategies to embrace new concepts and learn through trialing, 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 8 undertake authentic learning experiences through a series of **technology rotations** with a specific focus on engineering, digital technology and materials.

Term	Learning (Topics)	Task Details
1	<p>Mixed Materials/ Engineering – Think outside the Box Students are provided with opportunities to experiment and develop prototypes to test their solutions. They understand how forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. 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 design, test and construct a storage box solution timber ● 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 workshop skills using a range of tools and machinery <p>All tasks are undertaken in-class throughout the term with final submission at the end of the term</p>
2	<p>Mixed Materials-Sustainable Textiles OR Board Games The Mixed Material Technologies context focuses on the application of specialist skills and techniques. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation, practical investigation, and the manufacturing of products, to satisfy identified needs and opportunities. Students engage in peer assessment through the evaluation of board game designs.</p>	<ul style="list-style-type: none"> ● Project – students design and construct a board game that is innovative and engaging with a target audience in mind OR a tote bag that has been design and decorated using sustainable methods ● 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 skills in the use of a range of materials and equipment e.g. plastic, metal, wood, cardboard and 3D printing, textiles, dying, embroidery, applique. <p>All tasks are undertaken in-class throughout the term with final submission at the end of the term</p>
3	<p>Mixed Materials – Jewellery / Accessory Design and Packaging Design The Mixed Material Technologies context focuses on the application of specialist skills and techniques. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation, practical investigation, and the manufacturing of products to satisfy identified</p>	<ul style="list-style-type: none"> ● Project – students develop a range of skills, techniques and materials. Using these skills, they will then design and produce jewellery or accessory items that express their own personality. They will then present their pieces at a designer market stall for the year to view. ● 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 skills in the use of a range of materials and equipment e.g.



	needs.	plastic, paper, polymer clay, metal and 3D printing All tasks are undertaken in-class throughout the term with final submission at the end of the term
4	Food – ‘Fantastic Food’ The Fantastic Food unit focuses on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food	<ul style="list-style-type: none"> ● Project – students will examine the role of food in everyday life and the cultural, family and community traditions around food. In teams students will present a ‘Food Expo’ to share their prepared food and presentations with other classes ● 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 All tasks are undertaken in-class throughout the term with final submission at the end of the term