



Newtown High School of the Performing Arts

# Year 7 Learning Booklet

2022





# Table of contents

Introduction .....	3
Dance .....	4
Drama .....	5
English .....	7
Geography .....	8
History .....	9
Mathematics .....	10
Music.....	11
PDHPE.....	12
Science.....	13
Technology Mandatory.....	15
Visual Arts.....	17



# Introduction

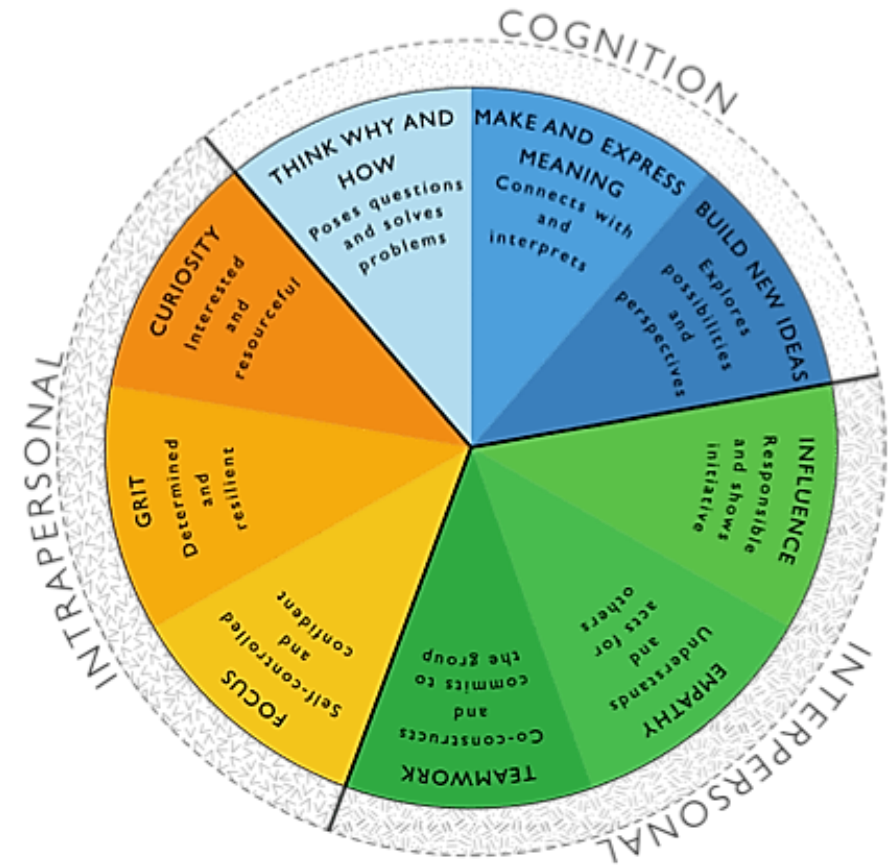
Newtown High School of the Performing Arts' approach to teaching and learning develops 21st-century skills. Our student-centred philosophy builds agency and challenges students through learning experiences that incorporate the 4Cs: **Creativity, Communication, Collaboration and Critical Reflection**.

**The Learning Disposition Wheel** provides a shared language that students, teachers and parents use to make the process and experience of learning explicit. It demonstrates how cognitive, intrapersonal and interpersonal competencies can develop self-directed learners. The wheel has three interdependent and interrelated domains:

- The Intrapersonal domain: Our ability to regulate our behaviours and emotions
- The Cognitive domain: Our ability to think, imagine and reason
- The Interpersonal domain: Our ability to relate to and feel belonging with others

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.

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



The Learning Disposition Wheel



**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	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.	<ul style="list-style-type: none"> <li>• Self-assessment, peer assessment and formative assessment through technique classes and journal reflections</li> </ul>
2	Students will continue to work on safe dance practice related to dance performance. There will be an increase focus on written work and critical reflection through the study of dance appreciation.	<ul style="list-style-type: none"> <li>• Performance of class dance</li> <li>• Journal writing in response to classwork</li> <li>• Written analysis on safe dance practice</li> </ul>
3	Students will continue to work on dance performance and dance appreciation. Students will be introduced 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.	<ul style="list-style-type: none"> <li>• Composition (Practical) task</li> <li>• Written Analysis of the compositional process</li> </ul>
4	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.	<ul style="list-style-type: none"> <li>• Self-assessment, peer assessment and formative assessment through technique classes and journal reflections</li> </ul>



**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 and explicitly use 4Cs processes throughout their learning and will 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><b>The Elements of Drama</b> 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. Each workshop lesson will conclude with students developing the habit of critical self-reflection as they learn how to recognise and apply the Elements of Drama to the practical work they embark on in the classroom.</p>	<p>Students will be assessed through teacher observation, self-assessment, peer assessment and feedback and teacher feedback on their progress.</p>
2	<p><b>Characterisation</b> Students expand their characterisation skills by developing their physicality. Workshop activities encourage students to explore their performance skills and apply these to developing clearly defined physical characters.</p> <p>The major focus for this unit will be on transforming the characteristics of an animal into a human character and exploring the possibilities for movement and personality and status and how to communicate these choices to an audience.</p> <p>Students will collaborate to create their own character for assessment and will work in pairs to devise a scene for performance. Students will also continue to critically reflect on their learning each lesson and continue this habit throughout this unit of work.</p>	<p><b>Reflective Writing</b> Students will submit three reflective responses from their Drama logbook. They will be assessed on their knowledge of the Elements of Drama and their ability to critically reflect on their learning.</p> <p><b>Duologue Performance</b> Students perform a piece they devise themselves based on their characterisation activities in class. Students will be individually assessed on their ability to translate their learning into a fully realised character in a structured scene with a partner. They will also be assessed on their performance skills and stagecraft. They will receive feedback from their task, which will also be peer assessed.</p>



**Newtown High School of the Performing Arts**

<p><b>3</b></p>	<p><b>Playbuilding</b> Students continue to develop their collaborative and communication skills as they are introduced to the processes of Playbuilding. Students engage in activities that generate ideas and explore possibilities through practical brainstorming workshops. They use their critical reflection skills to select and structure their ideas to create a piece of original work, which is performed.</p> <p>This unit of work integrates knowledge and learning from other subjects as students research and explore ideas and options for the piece of theatre they create.</p>	<p><b>Devised Performance &amp; Scaffolded Reflective</b></p> <p>Students will devise and perform an original piece based on stimulus that the class is given. Students are assessed on their performance skills, ability to work as an ensemble and create a well-structured piece of theatre.</p> <p>Students are assessed on their ability to reflect on the process of collaboration and evaluate the success of the process and final performance.</p> <p>Students receive written feedback and self-assess their work as a group, identifying areas for improvement.</p>
<p><b>4</b></p>	<p><b>Scripted Drama</b> Students engage in collaborative activities as they explore the process of analysing and staging a piece of scripted work. They research, design and stage sections of a play they study in class and engage in a variety of activities that encourage creative and critical thinking skills as they solve problems and create an interpretation of a scripted work for performance.</p>	<p>Students will be assessed through teacher observation, self-assessment, peer assessment and feedback and teacher feedback on their progress.</p> <p>Students will also critique their peers as part of an audience.</p>



**Newtown High School of the Performing Arts**  
**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	<b>The Power of Storytelling</b> Students will be introduced to narratives through short stories, including those which provide Asian perspectives and explore Australia's engagement with Asia. Students will develop the skills to identify and analyse elements of narrative including setting, plot, character, theme, purpose and audience. They will also compose their own original short stories, applying their knowledge of textual forms and conventions to their texts.	Students compose and hand in a <b>creative short story</b> focusing on a theme of their choice.
2	<b>The Power of Picture Books: History Mystery Project</b> Students will examine picture books to understand the ways composers construct meaning using visual and written techniques. Students analyse a range of picture books, including examples providing an Aboriginal and Torres Strait Islander Australian cultural and historical perspective, before creating their own incorporating both visual and language techniques. Students will reflect on their learning by analysing the techniques used in their picture books.	Students construct and hand in a <b>picture book based on a History Mystery</b> that they have researched in History.
3	<b>Novel Study</b> Students are introduced to close reading through the examination of a novel and develop the skills of working in a group. Groups will select and read a novel from a particular genre in order to develop an understanding of the different types of genres and their characteristics. Students also learn about the language forms, features and structures of novels, and the way in which composers target their works for particular audiences and contexts.	Students work in a group to create an <b>advertising campaign presentation for a novel</b> of their choice.
4	<b>Making the Medieval Modern</b> Students will explore the role of the storyteller and the story in medieval societies. They will examine medieval literature through engaging with a selection of tales from the time and learn about the social and cultural context of the period, and investigate the legacy of medieval texts. Students will work on a number of projects throughout the topic, including a task that requires them to retell a medieval narrative in a modern context.	Students deliver a <b>group retelling of a medieval narrative</b> in a modern context in a medium of their choice.



**Newtown High School of the Performing Arts**  
**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.

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><b>Landscapes and Landforms</b>            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><b>LANDSCAPES AND LANDFORMS Collaborative project</b></p> <p><b>ONGOING Course work</b></p>
4	<p><b>Place and Liveability</b>            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><b>PLACE AND LIVEABILITY 'Liveability' Design project</b></p> <p><b>ONGOING Course work</b></p>





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. They use these skills in their own History Mystery investigation, part of a cross-faculty project with English. 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><b>Investigating the Ancient Past</b> 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><b>History Mystery Investigation</b></p> <p><b>Ongoing Course Work</b></p>
2	<p><b>Ancient Egypt</b> 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><b>Ancient China</b> 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><b>ANCIENT SOCIETY Creative Project</b></p> <p><b>Ongoing Course Work</b></p>



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><b>Integers</b>  <b>Show me the money:</b>                      Students are given the opportunity to demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems by selecting and applying appropriate problem-solving strategies, including the use of digital technologies, in undertaking this investigation.</p>	<p>Students undertake a research task that allows them to develop their skills in technology by creating a spreadsheet on a family budget, integrating their knowledge of computing with positive and negative numbers</p>
2	<p><b>Fractions, Decimals and Percentages (PDF)</b>  <b>Fractions fascination</b>                      Students use index notation with numbers to establish the index laws with positive-integer indices and the zero index and express a number as a product of its prime factors, using index notation where appropriate</p>	<p>Students undertake a task involving short answer questions and worded problems including the application of percentages, decimals and fractions.</p>
3	<p><b>NHSPA from every angle</b>                      Students identify and use angle relationships, including those related to transversals on sets of parallel lines and manipulate, classify and draw two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties in this rich task</p>	<p>Students undertake a task involving short answer questions and worded problems including the application of angles.</p>
4	<p><b>Show us what you know</b></p>	<p>Students undertake a task involving short answer questions showing their understanding of year 7 topics including a reflection</p>

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
1	<p><b>Introduction to the Concepts of Music</b>                      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"> <li>• Ensemble Performance of Graphic Score, interpreting the concepts of music in notation.</li> <li>• Ensemble Composition and Performance, emphasising rhythm skills using traditional and non-traditional sources.</li> </ul>
2	<p><b>Music of a Culture</b>                      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"> <li>• Complete theory booklet demonstrating an understanding of music literacy</li> <li>• Create a class presentation reflecting an understanding of the music from a chosen culture.</li> </ul>
3	<p><b>Soul Music &amp; Music and the Media</b>                      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"> <li>• Ensemble arrangement and Performance of representative Soul Music piece.</li> <li>• Small group composition and performance of a jingle with a story board and notational component.</li> </ul>
4	<p><b>Music for Dance</b>                      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"> <li>• Classroom presentation about the concepts of music expressed through a Music/Dance style.</li> <li>• Complete theory booklet demonstrating an understanding of music literacy</li> </ul>

**Newtown High School of the Performing Arts**  
**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><b>Big, Brave and Beautiful</b>            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 behaviors 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><b>Term 1 - Weeks 6-10 ongoing (Theory lessons)</b></p> <ul style="list-style-type: none"> <li>- class discussions, individual responses both written and online, use of google classroom, lesson reflections, group work, short answer responses</li> </ul>
3	<p><b>Thinking in Action (Practical Unit)</b>            Students participate in a range of games 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><b>Term 3 - Weeks 1-5 ongoing</b></p> <ul style="list-style-type: none"> <li>● Practical participation across all five lessons</li> <li>● Development of teamwork, leadership, fundamental movement skills</li> <li>● Students will be asked to develop a range of tactics and strategies across a range of games, individual whiteboards to draw tactics and strategies</li> </ul>



**Newtown High School of the Performing Arts**  
**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 also gain knowledge about a variety of areas of science including the particle theory of matter, separation techniques, energy conservation and transformation, body systems, resource sustainability and the rock cycle. 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:</p> <ul style="list-style-type: none"> <li>• Crash Course</li> <li>• Water, Water Everywhere</li> </ul> <p>By the end of the semester students should be able to:</p> <ul style="list-style-type: none"> <li>• outline a logical procedure for undertaking investigations to collect valid data.</li> <li>• select, assemble and use appropriate equipment to perform experiments in a safe, accurate and reliable manner</li> <li>• analyse scientific data to identify trends and relationships, draw conclusions and communicate findings</li> <li>• describe the properties of substances and explain techniques used to separate different types of mixtures</li> </ul>	<p><b>Major Tasks:</b></p> <p><b>Practical Skills and Critical Thinking Flowchart</b></p> <p><i>4C’s focus: Critical Reflection</i></p> <p>Students complete a series of practical tasks involving measurement, data analysis, problem-solving and communication of scientific ideas and procedures.</p>
2	<p>Topics</p> <ul style="list-style-type: none"> <li>• Water, Water Everywhere (cont.)</li> <li>• Energise Me</li> </ul> <p>By the end of the semester students should be able to:</p> <ul style="list-style-type: none"> <li>• explain the water cycle and its influence on water management practices</li> <li>• explain the effect of energy transformations in common everyday situations</li> <li>• collaboratively produce a plan to investigate questions and develop plausible solutions to identified problems</li> <li>• communicate experimental findings using appropriate text types and forms</li> </ul>	<p><b>Major Task:</b></p> <p><b>Scientific Method Heat Transfer Skills</b></p> <p><i>4C’s focus: Collaboration</i></p> <p>Using the scientific method, students work in groups to design and conduct an experiment investigating heat transfer</p>



<p>3</p>	<p>Topics</p> <ul style="list-style-type: none"><li>• Body Busters</li></ul> <p>By the end of the semester students should be able to:</p> <ul style="list-style-type: none"><li>• describe the role of the digestive, circulatory, excretory, respiratory and skeletal/muscular systems.</li><li>• select and use appropriate strategies, understanding and skills to produce creative solutions to identified problems</li></ul>	<p><b>Major Task:</b> <b>Design a Toy: Energy Transfers and Transformation</b> <i>4C's focus: Creativity</i></p> <p>Students will demonstrate their understanding of energy transfers and transformations by designing and constructing a toy.</p>
<p>4</p>	<p>Topics</p> <ul style="list-style-type: none"><li>• Rocking the Planet</li></ul> <p>By the end of the semester students should be able to:</p> <ul style="list-style-type: none"><li>• describe the structure of the earth and the origin and formation of rocks</li><li>• identify sources of renewable and non-renewable energy and ways to conserve and manage them.</li><li>• describe and analyse choices for the use and management of the Earth's resources</li><li>• present science ideas and information to a given audience using appropriate scientific language and representations</li></ul>	<p><b>Major Task:</b> <b>Create a Poster on Body Systems</b> <i>4C's focus: Communication</i></p> <p>Students create a poster to convey information about a chosen body system.</p>

**Newtown High School of the Performing Arts**  
**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 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 7 undertake these authentic learning experiences through a series of **technology rotations** with a specific focus on food and agriculture, digital technology and materials

Rotation	Learning (Topics)	Task Details
1 Term	<p><b>Agriculture – OzHarvest Feast Unit</b></p> <p>This is a pilot program delivered in partnership with OzHarvest which focuses on the investigation of managed environments, food waste, food security and sustainability such as farms and plantations. Students learn about the processes of food and fibre production 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"> <li>• <b>Project</b> – design and preparation of recipes that utilize 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</li> <li>• <b>Research Task</b> – sustainable food practices and food availability</li> <li>• <b>Theory Booklet</b> – ongoing in-class folio completion</li> <li>• <b>Practical</b> – students engage in a range of hands-on practical tasks to enhance their skills in food preparation</li> </ul> <p><b>All tasks are undertaken in-class throughout the term with final submission at the end of the term</b></p>
1 Term	<p><b>Engineering – ‘Boom Box’</b></p> <p>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"> <li>• <b>Project</b> – students will develop skills in the workshop whilst constructing a ‘Boom Box’ which can be used to amplify sound</li> <li>• <b>Theory Booklet</b> – ongoing in-class folio completion with final hand-in at the end of the term</li> <li>• <b>Practical</b> – students engage in a range of hands-on practical tasks to enhance their knowledge and understanding of nutritious food</li> </ul> <p><b>All tasks are undertaken in-class throughout the term with final submission at the end of the term</b></p>
1 Term	<p><b>Digital Technologies – Robotics and App Design</b></p> <p>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"> <li>• <b>Robotics Challenge</b> – students undertake a series of challenges culminating in their own programming of the Edison unit to perform a useful task.</li> <li>• <b>Project</b> – students design an app-based game that can be used when travelling</li> <li>• <b>Theory Booklet</b> – ongoing in-class folio completion with final hand-in at the end of the term</li> </ul> <p><b>All tasks are undertaken in-class throughout the term with final submission at the end of the term</b></p>



**Newtown High School of the Performing Arts**

<p>1 Term</p>	<p><b>Materials – Textiles: ‘Operation Agent X’</b> The Material Technologies context focuses on the application of specialist skills and techniques through the use of textile materials. Students develop knowledge and understanding of the characteristics and properties of textile materials through research, experimentation, practical investigation, and the manufacturing of products, to satisfy identified needs and opportunities.</p>	<ul style="list-style-type: none"><li>• <b>Project</b> – students will design and construct a textile item that can conceal a secret message</li><li>• <b>Research Task</b> – textile designers</li><li>• <b>Theory Booklet</b> – ongoing in-class folio completion with final hand-in at the end of the term</li><li>• <b>Practical</b> – students engage in a range of hands-on practical tasks to enhance their knowledge and understanding of innovative and traditional materials and manufacturing</li></ul> <p><b>All tasks are undertaken in-class throughout the term with final submission at the end of the term</b></p>
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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, darkroom practices, painting, collage, sculpture/ceramics and printmaking.

Project	Learning (Topics)	Task Details
1	<p><b>Sustainability and The Natural and Built Environments</b>                      Students will explore how the elements and principles of art can be used to communicate complex ideas about sustainability and the balance between natural and built environments. They will use various points of view to examine artworks that deal with these themes, translating their understanding into their own artmaking practice in the creation of a series of original drawn, collaged, and painted artworks. Students will integrate their ethical understanding and personal and social capabilities with their own actions in artmaking and art history and criticism.</p> <p>Students will also develop their problem-solving skills when working in the collaborative context of the <i>History Mystery</i> project alongside English and History, applying their skills in the representation of natural and built environments to produce a unique and highly resolved cover for a picture book.</p>	<p><b>Ongoing course work/ Body of Work (BOW)</b>                      A resolved Body of Work and documentation of processes in VAPD.</p> <p><b>Ongoing Literacy focus/ Theory Task</b>                      Understanding of the Frames (Structural, Subjective and Cultural) by developing a written response to an artwork.</p>
2	<p><b>Art and Belief</b>                      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 through a study of the Hermannsburg School potters, before learning about NAIDOC week and its significance in Australia’s history. 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 work.</p>	<p><b>Ongoing course work/ Body of Work (BOW):</b>                      A resolved Body of Work and documentation of VAPD processes.</p> <p><b>Ongoing Literacy focus/ Theory Task:</b> A written response using The Conceptual Framework.</p>
3	<p><b>Difference and Diversity</b>                      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, and reflect upon the audience as a diverse group of people whose role it is to interpret these artworks.</p> <p>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><b>Ongoing course work/ Body of Work (BOW):</b>                      Ongoing formative feedback, no formal assessment.</p> <p><b>Ongoing Literacy focus/ Theory Task:</b>                      Ongoing formative feedback, no formal assessment.</p>