



Newtown High School of the Performing Arts

Year 8 Learning Booklet

2022





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Introduction

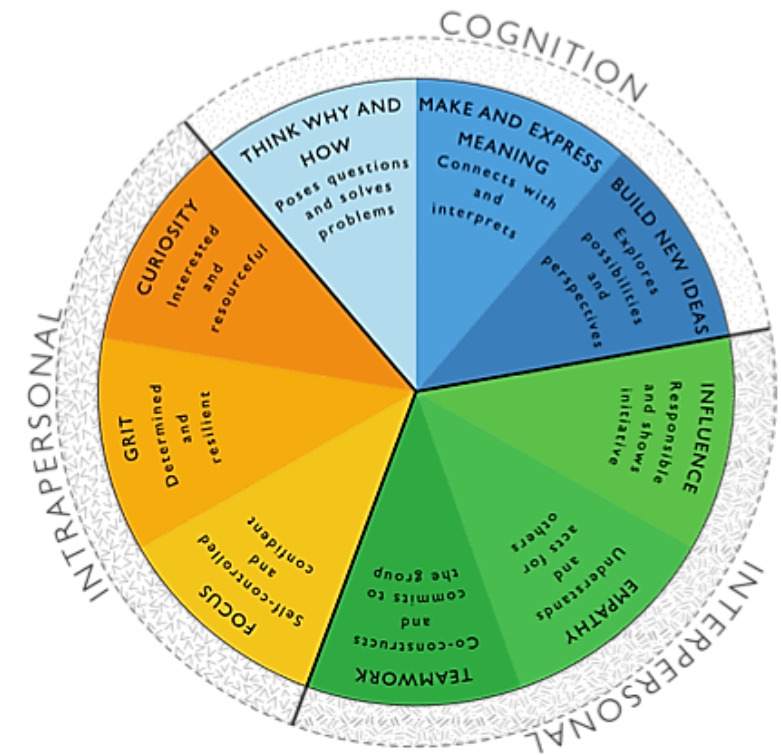
Newtown High School of the Performing Arts' approach to teaching and learning develops 21st-century skills. Our student-centred philosophy builds agency and challenges students through learning experiences that incorporate the 4Cs: **Creativity, Communication, Collaboration and Critical Reflection**.

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



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, which are assessed each semester.

Term	Learning (Topics)	Task Details
1	<p>Functionality 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 also gain 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) Resolved ceramic BOW and documentation of processes in Process Diary.</p>
2	<p>Power Objects 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 pinch-pot technique and hand-modelling to develop a highly original series of decorative objects. Students will create a Totemic Story Sphere and Organic Ceramic Sculpture. Studies of Thancoupie and Juz Kitson will inform their practice and drive their choice of techniques.</p>	<p>Ongoing course work/ Body of Work (BOW) Resolved ceramic BOW and documentation of processes in Process Diary.</p> <p>Theory Task Research presentation on a ceramic artist.</p>
3	<p>Our World Students will explore and reflect upon the complexities and defining characteristics of both built and natural environments, using slab building methods and modelling techniques to produce a series of ceramic forms. Students will bring their completed works together as a collective response to the possibilities and problems posed by our interactions with these environments.</p>	<p>Ongoing course work/ Body of Work (BOW) Resolved ceramic BOW and documentation of processes in Process Diary.</p> <p>Theory Task Written critical and creative reflections and artist statement.</p>
4	<p>Personal Interest Project (PIP) 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) Resolved ceramic BOW and documentation of processes in Process Diary.</p> <p>Theory Task PIP artist proposal.</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 of 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 skills in the four key capabilities - creativity, collaboration, communication and critical reflection.

Term	Learning (Topics)	Task Details
1	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.	<ul style="list-style-type: none"> Examination Ballet Class
2	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.	<ul style="list-style-type: none"> Students set goals to achieve in regards to strength, stamina and flexibility which will be self-assessed Research task on a Body Conditioning method Devise a workout to teach in chosen Body Conditioning method
3	Students will continue to working on Classical Ballet Technique and Style. There will be an increase focus on performance through the study of Classical Ballet repertoire from famous Classical Ballets.	<ul style="list-style-type: none"> Performance assessment of Classical Ballet repertoire
4	Students will be introduced 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.	<ul style="list-style-type: none"> Self-assessment, peer assessment and formative assessment on elements of Dance in the Classical Ballet style



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 make informed decisions through engaging in a range of activities around budgeting, spending money, saving money and consumer protection. They pose questions and solve problems regarding the detection and avoidance of scams and rip-offs. Students also need to use their resourcefulness to work out how to make the most of what they have. Students will be putting their numeracy skills to practical use throughout this topic.</p>	<p>ONGOING [All topics]: Course work Scams and Rip-offs game</p>
2	<p>Promoting and Selling In this topic, students learn the basics of business. Working individually and in groups, students develop their skills in teamwork and taking responsibility, to create marketing ideas and put them into practice. Additionally, students’ creativity, initiative and problem-solving skills enable them to generate ways to promote and sell products or services.</p>	<p>ONGOING [All topics]: Course work Advertising fails - get your customers back</p>
3	<p>Law in Action In this topic, students learn about criminal law and about the impacts of the law on young people. Students use curiosity and critical thinking to investigate their rights and responsibilities. Students’ literacy will be supported through a focus on reading and comprehension, and developing written responses. Empathy and problem-solving skills will also be fostered through the examination of cases and important social issues.</p>	<p>ONGOING [All topics]: Course work What happens if... written response</p>
4	<p>Travel In this final topic, students tie together their knowledge of geography with the consumer and business worlds. Students build new ideas and explore opportunities as they plan a move overseas. They also develop their numeracy skills by working with different currencies and considering costs of living in different places.</p>	<p>ONGOING [All topics]: Course work Planning your trip overseas</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 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"> • Performance of 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 increase 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.	<ul style="list-style-type: none"> • In class written exam based on class exercises
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 a range of stimuli in their composition work. Students will also learn that dance works of art express ideas and meaning.	<ul style="list-style-type: none"> • Composition (Practical) task • Written Analysis of the compositional process in a journal
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. Students will then use critical reflection on their dance practice in their Dance journal.	<ul style="list-style-type: none"> • Self-assessment, peer assessment and formative assessment through technique classes and journal reflections.



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 explicitly use 4Cs processes throughout their learning and 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. 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>Movement 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 critical self-reflection as they learn how to recognize and apply the Elements of Drama to practical work.</p>	<p>Devised Performance and Reflection Students collaborate on a rehearsed performance that demonstrates techniques and conventions explored during this unit of work. Students compose a structured critical reflection detailing the process of creating their performance and what they have learned.</p>
2	<p>Clowning Students explore the physical form of clowning and explore archetypes and conventions of this style of performance. Students explore their comedic skills and develop their own clown character. Students then collaborate on a clowning routine for performance that will extend their performance skills and characterisation for audiences. This unit will not have a formal assessment task attached, however students will engage in a variety of reflective and peer assessment activities throughout the unit.</p>	<p>Students will be assessed through teacher observation, self-assessment, peer assessment and feedback and teacher feedback on their progress. Students will work towards a formal assessment for Playbuilding which will be assessed in Term 3</p>
3	<p>Improvisation and Playbuilding Students continue to develop their collaborative and communication skills as they are introduced to the processes of Playbuilding. 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. Students rehearse and refine their work for a performance outcome.</p>	<p>Devised Performance & Logbook (performance outcome from Term 2) Students devise and perform an original piece of theatre based on stimulus. Students are assessed on their performance skills, ability to work as an ensemble and create a well-structured piece of theatre.</p>



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	<p>Through this unit of work students actively develop their 4Cs knowledge and skills and integrate their learning from other subjects as they research and explore ideas and options for the theatre they create.</p> <p>Melodrama 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 ideas in order to start to create a piece of original work that communicates to an audience. Students rehearse and refine their work for a performance outcome.</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>Students submit a logbook detailing the process of devising their work. They will be 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>Scripted Performance and Reflective Essay Students rehearse and perform a scene or scenes from a Scripted Melodrama. They will be assessed on their ability to demonstrate their understanding of the form and style of performance, conventions, techniques and appropriate characterisation.</p> <p>Students complete a reflective essay detailing their learning about form.</p>
4	<p>Scripted Drama 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 play 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>Students will be assessed through teacher observation, self-assessment, peer assessment and feedback and teacher feedback on their progress. Students will also critique performances.</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 investigate a range of Australian texts in a variety of forms and compare and contrast them in terms of their voices, themes and forms, including texts which provide an Aboriginal perspective. Students learn about the politics of representation in order to challenge points of view and to identify, consider and appreciate cultural expression in texts. Students apply their own understandings of language forms and features to their own original imaginative compositions.</p>	<p>Students compose and hand in a creative narrative that provides an Australian perspective.</p>
2	<p>Documentaries: Perceptions, Persuasion and Propaganda Students analyse a variety of persuasive documentaries and other multimodal texts. They examine different types of documentaries and their language forms and features, including interactive, reflexive, performative and observational documentaries. Students also learn about the use of persuasive language techniques through advertisements and propaganda, developing skills in critical analysis to determine how texts influence responders.</p>	<p>Students compose and hand in a critical documentary review task.</p>
3	<p>The Hero’s Journey Students examine the concept of the Hero’s Journey through the study of a novel. They learn about the conventions and archetypes of the Hero’s Journey, whilst also refining their skills in analysing novels to identify the use of specific language forms and features. Students develop skills in critically responding to texts through refining their ability to use analytical essay writing forms, features and structures.</p>	<p>Students compose and hand in an essay focused on a novel studied in class.</p>
4	<p>Shakespearean Sonnets and Soliloquies Students examine William Shakespeare’s works and historical context through a study of a selection of sonnets and soliloquies. Students gain an understanding of the language forms and features of these texts through undertaking close analysis, whilst also learning about the values they hold. Students will rewrite sonnets and soliloquies in contemporary language and create their own original compositions, as well as undertaking a range of other project-based tasks.</p>	<p>In groups students deliver a soliloquy from a play of their choice and provide a rationale for their directorial choices.</p>



Film and Animation

The Film and Digital 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 Digital 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, and this is assessed each semester.

Project	Learning (Topics)	Task Details
1	<p>Live Action 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 resolved live action film with an animated opening title sequence. Theory Task Film Review</p>
2	<p>Asia Pacific Animated Stories 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. They will learn the skills to extend meaning through the integration of animated elements in an opening title sequence for their stop motion animation.</p>	<p>Ongoing course work/ Body of Work (BOW) A resolved live action film with embedded animated elements. Theory Task Film Journal - Including all planning, research and reflection</p>
3	<p>Personal Interest Project (PIP) 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>



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 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 Written responses related to water and its uses</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>INTERCONNECTIONS Global product investigation and presentation</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.</p>	<p>ONGOING [All topics]: Course work</p> <p>VIKINGS Audio-visual presentation on a primary source</p>
2	<p>Expanding Contacts Students will use critical thinking in a comparative study of the natural of colonisation in Australia and the Americas, and they will develop their skills to make and express meaning on a range of issues related to this topic</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 Reading and comprehension written response</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>Algebraic Techniques 2 and Measurement Create algebraic expressions and evaluate them by substituting a given value for each variable Extend and apply the distributive law to the expansion of algebraic expressions Factorise algebraic expressions by identifying numerical factors Solve simple linear equations using algebraic techniques and verify solutions by substitution</p> <p>Measurement Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems</p>	Research Task: Pythagoras' Theorem
2	<p>Financial Mathematics Solves financial problems involving purchasing goods Rates and Ratios</p>	Task involving financial Mathematics.
3	<p>Geometry Students develop a knowledge of the properties of two-dimensional geometrical figures, angles, parallel lines, and perpendicular lines and apply logical reasoning to solve numerical exercises involving unknown lengths and angles in figures.</p> <p>Linear Relationships Plot linear relationships created from simple patterns and equations</p>	Research task linking linear equations, linear relationships and geometry.
4	<p>Data representation and analysis Investigate data collection and consider their implications and limitations Construct and interpret frequency tables, histograms and polygons Construct and interpret dot plots, stem and leaf plots, divided bar graphs, sector graphs and line graphs Calculate mean, median, mode and range for sets of data</p>	Short task activity on the construction, interpretation and comparison of data displays, including dot plots, stem-and-leaf plots, sector graphs, divided bar graphs, frequency tables and histograms and calculate the mean, mode, median and range. Test on Algebra, Geometry and Financial Maths.



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



		<p>tasks to enhance their knowledge and understanding of food trends and how they influence food selection</p> <p>Tasks are undertaken in-class throughout the term with final submission of the theory booklet at the end of the term</p>
<p>4</p>	<p>What's the Occasion? 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



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 12bar 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 developing skills in improvisation. • Individual composition- blues melody & accompaniment. • Aural skills and awareness are consistently developed
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"> • On-going performance /composition tasks with a film music focus • Individual? composition- Film music • Listening activities using the concepts of Music and the analysis of Film Music scores
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"> • Creative activities using medieval modes in contemporary music • performances of secular and sacred music from the Medieval period • Listening activities using the concepts of Music and the analysis of Music scores • ongoing quizzes Aural Check Ups • Research Task on an aspect of Medieval Music



<p>4</p>	<p>From the 'The Planets' to Video Games'- Program Music</p> <p>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, Students will 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. Throughout these tasks, 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">• On-going performance /composition tasks writing in a programmatic style• Listening activities using the concepts of Music and the analysis of Music scores• ongoing quizzes• Personal interest project
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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"> • Performance of ensemble rock piece • Self-assessed reflection • Transcription of rock music lead sheets to notation • Improvising and composing rock solo passages (instrumental)
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"> • Performance of silent film (Photoplay) books and own compositions • Composition activities creating film scores for silent footage, film soundtrack segments using model film scoring techniques • Producing short notated scores
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 practise 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"> • Performance of solo piece (own choice) • Aural and Musicology written responses • Composition and rearrangement skills using scales, modes and chords
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"> • Students select from a series of project options including but not limited to Video Game Block Scoring Theory, creating music to represent a piece of literature or an environment (Universe is your limit... or is it?)



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 explicitly use 4Cs processes throughout their learning and engage in collaborative activities. 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	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"> • Ongoing formative assessment of students’ individual development in performance skills • Self-assessment and peer assessment reflections throughout the term
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 • Presentation of research on a Musical Theatre show
3	<p>“One Brick at a Time” – The Elements of Production</p>	<ul style="list-style-type: none"> • Submitted project of a Set or Poster Design for a Musical • Formative feedback on practical workshops throughout the term
4	<p>“Applause” – Creating performance</p>	<ul style="list-style-type: none"> • No formal task • Performances of work developed in class



Personal Development, Health, and Physical Education (PDHPE)

During Semester 1, students investigate the importance of health-related components (cardiovascular endurance, muscular endurance, and flexibility) to improve their health and wellbeing. Students participate in a range of fitness and circuit training sessions. Students are given the skills to take positive action to protect and enhance their wellbeing. Students research and critically analyse a range of marketing campaigns which give students the opportunity to critique and challenge assumptions from a range of health related sources and services.

During Semester 2, students 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 are given the opportunity to explore how kinship and extended family structures in different cultures support and enhance health, safety and wellbeing. 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 Indigenous 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

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, group activities and peer feedback.

Term	Learning (Topics)	Task Details
1	<p>Functional Fitness Practical</p> <p>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 6-10</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
3	<p>Walk on Earth (Indigenous Unit)</p> <p>Theory Booklet - 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>Practical Reflections via Google Classroom Booklet. Students will be required to complete the reflection tables on four indigenous games that have been played in the practical lessons. The students reflect not just on the rules/strategy of the games, but also the cultural and historical significance of the games.</p>	<p>Term 3 - Ongoing weeks 1-10 (theory and practical lessons)</p> <p>Group work/discussions Short answer responses Practical participation - teamwork, leadership, initiative, development of fundamental movement skills Practical reflections on each indigenous game</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 resolved Body of Work and documentation of processes in VAPD. Theory Task Written critical and creative reflections in VAPD 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 resolved Body of Work and documentation of processes in VAPD. Theory Task Written critical and creative reflections in VAPD and an artist 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)	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 a range of everyday situations 	<p>Major Task: Animals in Their Environment Website <i>4C’s 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 identify and 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>4C’s focus: Collaboration</i></p> <ul style="list-style-type: none"> • Collaboratively design a complex machine to perform a particular function
3	<p>Topic: 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>4C’s focus: Creativity</i></p> <ul style="list-style-type: none"> • Create a 3D model of a chosen specialised cell



<p>4</p>	<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 skeletal/muscular 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: Student Research Project <i>4C's 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
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Sports Science & Performance

Throughout the year, students develop their understanding of how training types and energy systems impact the performance of athletes. This course has a practical focus where students learn how to develop an individual training plan, practise the types of training at school and monitor the effectiveness of these programs. Students experiment with a range of activities focused on improving performance.

Students set up and create an individual to record and document the work they create over the year. Students will be given a number of templates to assist with the record keeping. Students will be given time in class to complete the checkpoints as ongoing assessment.

Please note - Students will not be assessed on how they score in the fitness tests.

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, fitness testing reflections, fitness testing tracking sheet, recording and graphing heart rates, and involvement in classroom discussions.

Term	Learning (Topics)	Task Details
1	<p>Body Systems and energy systems for physical activity</p> <p>Theory lessons</p> <ul style="list-style-type: none"> ● Health Related Components ● Skill Related Components ● Energy Systems ● Training Thresholds <p>Practical Lessons</p> <ul style="list-style-type: none"> ● Fitness testing ● Energy systems (individual & team games) ● Heart Rate monitoring 	<p>Term 1 - Weeks 2-10</p> <ul style="list-style-type: none"> ● Google Classroom theory booklet activities ● Fitness testing checkpoints & written reflections (weeks 2 & 8)
3	<p>Practical Lessons - Designing a modified activity or game</p> <ul style="list-style-type: none"> ● Investigating fundamental movement skills <p>Theory lessons - Evaluating technology</p> <ul style="list-style-type: none"> ● Heart rate monitors ● Equipment ● Recovery strategies 	<p>Term 3 - Ongoing Weeks 1-10</p> <ul style="list-style-type: none"> ● Google classroom theory booklet activities ● Fitness testing checkpoints & written reflections (weeks 2 & 8) ● Graphing resting/working heart rates



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.

Rotation	Learning (Topics)	Task Details
1 Term	<p>Engineering – Pucket Board The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students identify engineered systems in our daily lives and communicate and test design ideas that apply a range of engineering principles through the design and construction of a pinball machine.</p>	<ul style="list-style-type: none"> • Project – students will design, test and construct a pinball machine from 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 second term</p>
1 Term	<p>Mixed Materials – 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 • 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 • All tasks are undertaken in-class throughout the term with final submission at the end of the term
1 Term	<p>Mixed Materials – Jewellery / Accessory 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 needs.</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 expresses their own personality • 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, 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
1 Term	Food – ‘Celebrating Food’ The Celebrating Food unit focuses on the place of food in a daily lives and how food sustains communities and creates connection, shared experiences and nourishment. 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 every day 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