

St Margaret's



# Curriculum HANDBOOK



YEAR 8 2019

# Mission Statement

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate and capable young women able to contribute in a global community.

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## St Margaret's



June 2018

Dear Parents / Guardians

The early years of Secondary School are a very exciting time for your daughter and it is with great pleasure that we present the Year 8 Curriculum Handbook.

The Year 8 curriculum is designed to foster positive attitudes to learning and promote productive strategies. As such, the focus is on balance across the range of subject disciplines. We will consistently take the opportunity to engage students in conversations about what learning involves and how it is best facilitated.

Each of the subjects the girls will be studying comprises of content components and skills components. In Year 8 the focus is on the process of learning rather than the outcomes. Of course, when attention is given to the way students are learning there are inevitable benefits in terms of outcomes.

This book outlines the subjects which your daughter will undertake in 2019. These are reflective of the Australian Curriculum and current trends in pedagogy. Students will study: English, Mathematics, Science, Humanities, Religious and Values Education, Health and Physical Education, Digital Technologies, French or Chinese (Mandarin) and 2 Arts subjects (Either Drama, Music or Visual Art). Students in need of learning support will undertake a Communications subject instead of a Language.

If you have any questions in relation to the information contained in this Handbook, please contact the Dean of Studies, Mrs Nicole Devlin, or the relevant Head of Faculty. Contact numbers are recorded at the back of this Handbook.

We look forward to sharing the learning journey in Year 8 with you and your daughter. We welcome the challenges which this will entail in the knowledge that they are essential to ensure optimal learning in all spheres.

Regards

A handwritten signature in black ink, appearing to read 'Ros Curtis', written over a horizontal line.

Ros Curtis  
**PRINCIPAL**

# DIGITAL TECHNOLOGIES

## COURSE OVERVIEW

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

The practical nature of Digital Technologies engages girls in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.

## FOCUS AREAS

The focus area for Digital Technologies in Year 8 will be:

- Research Skills and Academic Publishing
- Computational Thinking
- Data Storage and Manipulation
- Introduction to Coding

## LEARNING EXPERIENCES

Students will be involved in a range of learning experiences relating to the development of their understanding of digital technologies. The subject will be highly practical and students will be required to utilise their school laptops as well as other technologies in every lesson.

## ASSESSMENT

Assessment is not the focus of this subject and as such there will not be any formal testing. The course will link and support other subjects by developing skills.

At the end of each term, students will be required to produce a short digital portfolio to reflect on their development in the subject. This may be in the format of a one minute video.

# ENGLISH

## COURSE OVERVIEW

At St Margaret's Anglican Girls School, students employ imagination, creativity and their appreciation of world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities.

The Year 8 English program therefore provides our students with opportunities to engage with the capabilities outlined in the Australian Curriculum. The study of English is central to the learning and development of students in Australia, and although Australia is a culturally diverse nation, the ability to communicate effectively and precisely in the English language is integral to participation in all areas of Australian life. English will allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

## TOPICS OF STUDY

English at St Margaret's is organised according to the three interrelated content strands laid out by the Australian Curriculum - Language, Literature and Literacy. These strands are interrelated and their content is taught in an integrated way, and collectively they describe the skills learnt in English, as well as important areas of knowledge and understanding.

Throughout the year, students will consider a variety of topics which involve them exploring the ways in which texts offer persuasive and reflective viewpoints and how language can be used for emotive and aesthetic impact on readers. Students will explore a variety of literary and non-literary texts, including:

- contemporary novels such as *Wonder* and *The boy in the striped pyjamas*
- a selection of contemporary short stories from within the Science Fiction genre
- protest poems and songs

## LEARNING EXPERIENCES

In English, students learn to speak, listen to, read, view, write and shape texts. They develop their ability to analyse how texts are constructed for particular purposes and to suit different contexts. Students are also expected to make deliberate choices when constructing their own texts in order to achieve different purposes.

To complement the units on offer, the Year 8 English course embeds the explicit teaching of literacy skills through the Literacy Boost Program which focuses on spelling, punctuation, grammar and reading comprehension, with activities being completed on a weekly basis. The emphasis of the Literacy Boost program is on students mastering their ability to apply their explicit literacy learning to their own writing.

## ASSESSMENT

Assessment in English at St Margaret's Anglican Girls School allows for the collection of evidence of student learning over time to allow for an on-balance judgment about the quality of student achievement, as well as to assist students to achieve success in their English studies through the provision of effective feedback, careful monitoring, and a balanced coverage of the English content descriptions outlined in the Australian Curriculum. Over the course of the year, students will prepare a seminar presentation, a persuasive speech, a short story and an analytical essay.

# HEALTH & PHYSICAL EDUCATION

## COURSE OVERVIEW

The Year 8 Health and Physical Education program supports students in refining their decision-making skills in relation to their health and provides them with opportunities to develop movement competence in a range of physical activities. Health contexts include personal nutritional evaluations, changes associated with puberty and reproductive health, body image and mental health issues. Movement contexts include games and sports (in the water and on land), athletics, movement and expressive activities. Students have three HPE lessons per week – two concentrating on practical elements and one focusing on health education and/or personal development. By the end of Year 8, students will have completed their Bronze Star Award with the Royal Lifesaving Society, Queensland.

## TOPICS OF STUDY

| Sem | Personal, social and community Health – theory elements   | Movement and Physical Activity – practical elements  |
|-----|---|--|
| 1   | Health benefits of physical activity<br>Food and Nutrition – influences on an individual's choice | Aquatics - stroke correction<br>Large Ball skills<br>Athletics – triple, javelin, 400/800m, hurdles  |
| 2   | Reproductive health and Body Image issues<br>Mental Health Issues                                 | Small Ball skills<br>Creative movement + Cultural Storytelling<br>Royal Lifesaving Bronze Star Award |

## GENERAL LEARNING EXPERIENCES

Students will:

- demonstrate a range of strategies that allows them to access/evaluate information and services whilst promoting their own health and that of others in their community
- develop more complex skills in a range of physical activity settings
- analyse how body control and coordination influence movement composition and performance
- learn to transfer skills and concepts across a variety of practical contexts
- refine their personal, social, critical/creative thinking skills as they participate in a range of activities.

## SPECIFIC LEARNING EXPERIENCES

Students will:

- investigate changes associated with puberty and practices that support reproductive health
- design a health promotion campaign aimed at improving the health of young people in their community
- modify movement skills and sequences in athletics, games and physical activity
- apply a range of tactics and strategies to a variety of sports – large and small ball skills
- perform and evaluate individual and group routines – creative movement and cultural story telling
- propose and act out realistic responses to a range of scenarios where an individual's safety may be at risk (Royal Life Saving Society - Bronze Star Lifesaving Medallion)

## ASSESSMENT

On-going assessment occurs throughout each term in all practical subjects. Students complete the following assessment tasks for Personal, social and community Health:

- Participation in Physical Activity – proposal for the introduction of an activity into the school community
- Personal Nutritional Evaluation – written response to personal external influences on food choices
- Reproductive health and Body Image issues – exam
- Mental Health Issues – exam and response to stimulus

# HUMANITIES

The study of Humanities focuses on the disciplines of History and Geography. Over the course of the year, students will complete a six-month study of each subject area and develop specialist skills related to each discipline.

Through the study of Geography students will investigate the interrelated nature of physical and cultural processes in a landscape. Through their landform inquiry they will develop an appreciation for the value that different peoples and cultures place on landscapes and the significant impact that hazards can have on both ecosystems and communities. Australian and international examples will be used to analyse how landscapes can be changed and managed. Similarly, changes to Australia's demographic characteristics will be compared to international examples. Internal migration patterns, population distributions and the social, economic and environmental impacts of populations will be considered.

In History, students will learn about the period between the ancient world and the late Renaissance. This is a point in History when the modern world began to take shape-where major civilisations around the world encountered each other and as a result, social, economic, religious and political beliefs were often challenged and significantly changed. Life in Medieval Europe, the structure of society, significant achievements of the time and the role of the Church and State will all be investigated. The expansion of European power and influence will be explored in the final unit of the year focusing on the conquest of the Americas by the Spanish in the sixteenth century.

## TOPICS OF STUDY

### Geography:

- Landforms and landscapes
- Changing nations

### History:

- The Medieval World (c590 –c1500)
- The Spanish Conquest of the Americas (c1492 – c1572)

## LEARNING EXPERIENCES

- Investigating ecosystems and analysing the processes that have created them.
- Investigating land management practices at various scales and the impacts and effects of natural hazards
- Inquiring about young people's perceptions of space and place, communities and population characteristics
- Manipulating statistics, drawing conclusions and predicting future scenarios, mapping and graphing techniques, field work and the use of spatial technologies.
- Researching and evaluating key Historical and Geographical evidence.
- Engaging in activities that require the drawing of conclusions.
- Identifying the reasons for European expansion and exploration in the Americas and the consequences of this development.

## ASSESSMENT

- Extended Response Essays
- Practical & Short response tests
- Research projects and Reports

# LANGUAGES – FRENCH

## COURSE OVERVIEW

Languages are the medium through which we learn about the world and develop curiosity about new ideas, values, peoples and places. Since knowledge about social relations and cultural identity are dependent on language, the study of a language extends, diversifies and enriches our ways of thinking and stimulates an appreciation of our own language and culture. At St Margaret's, the study of either French or Chinese is compulsory in Year 8.

Learning a language is about communication. It involves the ability to comprehend and compose, and includes the four skills of listening, speaking, reading and writing. Learners communicate with real language for genuine purposes. Students will achieve communicative ability by using various skills and strategies in culturally appropriate ways within realistic contexts.

The benefits of learning a language accrue not only to the individual but also to the nation as a whole. Our trade, cultural and tourist links with other countries are enhanced if we have a pool of varied language expertise, including Australians from both English and non-English speaking backgrounds. The ability to use a language other than English can increase students' post-school options in a country with such strong international links. Experience has shown that learning a language contributes to and enriches the educational, intellectual, personal, social and cultural development of learners and has the potential to improve the quality of their participation in a rapidly changing world.

## TOPICS OF STUDY

The following topics are explored during the Year 8 French course: school: subjects, timetables, preferences; classroom instructions; telling the time; daily routine and discussing meals; describing rooms in the house; asking for and giving directions to places around town; shopping; discussing leisure activities; planning celebrations; discussing holidays.

## LEARNING EXPERIENCES

Language classes are fundamentally interactive, therefore, as a broad principle of methodology; the focus of language learning experiences is on successful communication. Learning experiences in languages are designed to encourage students to process meaningful portions of language rather than to focus on single words. The language course includes learning experiences such as: performing and viewing role plays; conducting / designing interviews; watching films; reading simple authentic texts such as advertisements; making lists and writing articles and emails. A range of digital technologies are incorporated during many of the learning experiences in languages to allow for direct participation and engagement in the target language and culture.

## ASSESSMENT

Students undertake three tests per semester which cover a combination of the following macro-skills: reading, writing, listening and speaking per semester. The macro-skills are equally weighted and include unpredictable language which gives students the opportunity to respond spontaneously in unrehearsed situations.

# LANGUAGES – CHINESE (MANDARIN)

## COURSE OVERVIEW

The Year 8 Chinese course is designed to build on the skills developed in the Year 7 Chinese course. Students will continue working towards fluency in the world's most spoken language. They will be engaged in a variety of carefully curated learning experiences to boost their knowledge of both Chinese language and culture. There will be a strong emphasis on building core vocabulary and grammar as well as the development of analysis and evaluation skills. Students will also begin to develop more independence in their learning by utilising new tools such as online dictionaries. At St Margaret's, the study of either French or Chinese is compulsory in Year 8.

Students who begin their study of Chinese in Year 8 will need to possess a strong work ethic and well developed independent learning skills to successfully complete the course.

## TOPICS OF STUDY

**My School Life** – Did you know that most Chinese students start school at about 7am and finish classes at about 10pm? In this unit students will examine the difficulties Chinese students face in their school life. They will also express their opinions about the subjects they study and describe their school timetable.

**Time to Chill** – Are you into romance films or horror films? In this unit students will discuss their opinions on various types of movies, TV shows, books, music and sports. They will also be given a glimpse into Chinese TV shows.

**Bargain Hunting** – Students will fine tune their bargaining skills in this unit, learning how to get the best deal at the market place. They will apply their skills to participate in a role play at the Silk Market and create a digital advertisement.

**Fried Cat's Ears** – Sounds delicious, right? No need to be concerned, this dish is simply a fried noodle that resembles the shape of a cat's ear. This dish will be one of many that students learn the Chinese term for in this unit. Students will learn to order food and role play a scene at a Chinese restaurant. They will also explore how food plays a significant role in Chinese culture.

## LEARNING EXPERIENCES

A wide range of teaching and learning methods will be used to cater to various types of learners, incorporating digital technologies where appropriate. Students will participate in kinaesthetic activities where they will be asked to move around the classroom such as The Whiteboard Game, Sentence Races and Around the World. Activities such as Toad Stomp, Connect Four, Rapid Recognition, Quizlet Live, Kahoot and Jeopardy will be used to help reinforce sentence structures and vocabulary. To foster confidence in speaking Chinese, students will chat with their classmates and teacher in activities such as Hot Seat, The Cube, student surveys, singing songs and Hide and Speak.

## ASSESSMENT

A variety of assessment techniques will be used including both assignments and exams. Students will create digital presentations, perform plays, analyse perspectives in blog entries, social media feeds and magazine articles, evaluate information in podcasts, express their opinion in teacher-student conversations, apply their knowledge of vocabulary and grammar to construct profiles and descriptions and design simple advertisements.

# COMMUNICATIONS

(alternative to Languages)

Communications is a course of study for students requiring intense literacy support. Skills in the specific areas of Writing and Reading are developed throughout the course. The program supports courses of work in other high literacy areas such as English, Science and Humanities and develops macro and micro skills within these contexts. The course consolidates relevant content, coherence and standard documentation in academic writing of various types. Students are also introduced to different study skill strategies.

This course is offered to students identified as needing additional learning support. It is not available to the cohort as a whole.

## LITERACY SKILLS

### Writing

Students will work toward competency:

- Using various techniques to plan, scaffold, draft, edit, revise and self-edit
- Constructing paragraphs
- Recognising essay structure and adhering to criteria guidelines
- Developing hypotheses and recognising themes
- Developing organisational skills, researching skills and comprehension of texts
- Writing various text types as required by individual subject areas: incorporating skills such as cause and effect, comparison and contrast, definition, division and classification, narration, argumentation/persuasion and research
- Using appropriate grammatical structures and punctuation

### Reading

Students will work toward competency:

- Finding the meaning of vocabulary using context clues and decoding strategies
- Understanding a wider range of content words, technical language and idiomatic expressions
- Identifying themes, plot and understanding of characters
- Using higher order comprehension skills
- Developing visual literacy skills
- Reading and interpreting various tables, diagrams, maps and charts

### Organisation

Students will work toward competency:

- Taking notes, paraphrasing and summarising
- Independent learning skills
- Exam strategies
- Research skills

# MATHEMATICS

## COURSE OVERVIEW

The Year 8 curriculum focuses on developing and refining mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. The content involved in this subject is organised into a number of strands, which in turn includes a number of topics. These strands are:

- (i) Number and Algebra
- (ii) Measurement and Geometry
- (iii) Statistics and Probability

Underpinning the study of Mathematics at St Margaret's are the following general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

## TOPICS OF STUDY

- Integers
- Factors and algebra
- Factors and index notation
- Congruence
- Fractions, decimals and percentage
- Congruence and isometric transformations
- Ratio and rate
- Measurement
- Time
- Solving equations and transposing formula
- Probability – tree diagrams and Venn diagrams
- Introduction to linear relations

## LEARNING EXPERIENCES

- Emphasis on developing and refining core skills and processes
- Introduction and use of a variety of technologies as tools for supporting learning and inquiry
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world.

## ASSESSMENT

Multiple opportunities will exist for the demonstration of learning outcomes with an emphasis on developing and refining core skills and processes through a system of second chance testing.

- End of term and end of semester tests
- Mastery learning quizzes

# **RELIGIOUS & VALUES EDUCATION (RVE)**

## **COURSE OVERVIEW**

Religious and Values Education introduces the students to a Christian way of life, as well as the aims and objectives of the Sisters of the Society of the Sacred Advent.

## **TOPICS OF STUDY**

- The Liturgical Year – Lent and Easter
- The Sacraments – Communion and Confirmation
- St Margaret's Chapel
- Introduction to the Old Testament – Women of the Bible
- World Religions – sacred places
- Cathedrals around the world

## **LEARNING EXPERIENCES**

- Exploration of the sacraments of Baptism and Communion
- Researching great world Cathedrals
- Guided tour of St John's Cathedral
- Participation in / and preparation for Chapel services

## **ASSESSMENT**

Assessment is not the focus of this subject and as such there will not be any formal assessment.

# SCIENCE

## COURSE OVERVIEW

The study of Science at St Margaret's develops the six overarching ideas of the Australian Curriculum in Science: patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. The curriculum provides opportunities for students to develop an understanding of the important scientific concepts and processes, as well as the practices used to develop scientific knowledge, or science's contribution to our culture and society, and its application to our lives. The curriculum supports students in gaining an understanding of science to develop the necessary skills to make informed decisions, and so to participate in science related careers if they wish.

## TOPICS OF STUDY

The topics of study for Year 8 Science include:

- Cells
- Rocks/Geology
- Living Systems
- Forces/Rocketry/Energy
- Substances & Chemical Change
- Reproduction

## LEARNING EXPERIENCES

Students will develop their scientific skills and understanding through the following learning experiences during Year 8 Science:

- Practical laboratory classes – including student-led experiments
- Kinaesthetic activities
- Multimodal presentations
- Inquiry-based learning activities
- Exercises involving analysis and interpretation of data
- Exercises involving evaluation of data

## ASSESSMENT

The Year 8 Science Assessment Plan includes the following tasks per semester:

- 2 x Unit Tests
- 1 x Student Experiment Task/Research Task
- 1 x End of Semester Examination (assessing all three units covered).

Each Unit Test and the End of Semester Examination will be assessing the following criteria:

- Science Understanding (60%)
- Analysing, Applying and Interpreting Data (40%)

# THE ARTS - DRAMA

## COURSE OVERVIEW

In Year 8 Drama students will begin to explore the Elements of Drama as the foundation for shaping sharing and responding to drama. The course is mostly practical, providing students with performance skills to confidently and effectively engage an audience. Focus is placed on the development of roles, relationships and situations in both devised and scripted drama for performance. Students will also develop their knowledge and understanding of a range of dramatic concepts for application in their own devised work as well as when analysing drama presented by themselves and their peers.

## TOPICS OF STUDY

- Improvisation
- Character analysis and script interpretation
- Acting for performance
- Devising original performances

## LEARNING EXPERIENCES

- Manipulating the Elements of Drama
- Exploring the conventions of a range of dramatic styles
- Acting Skills (voice and movement)
- Analysis of drama as performed by themselves and their peers
- Analysing and interpreting published scripts
- Developing improvisation skills and applying these to a range of familiar and new contexts
- Viewing live performances
- Developing literacy through text and visually-based drama
- Exploring stagecraft through choices in set, props and staging as well as audio-visual components

## ASSESSMENT

Assessment tasks occur in the areas of Making and Responding and include devising drama based on a given stimulus, the development of original scenes, performances of scenes from published scripts and responding to the performances of themselves and their peers. While assessment in Drama occurs individually and small groups, each student is assessed individually in all situations using the specific Drama criteria.

# THE ARTS - Music

## COURSE OVERVIEW

Students live in a world in which music has an important and persuasive presence. Whether actively engaged in music by listening, performing or composing, or incidentally encountering music, students have an individual experience and the Year 8 course builds on this. Music contributes to the holistic development of the individual through aspects such as memory, co-ordination, concentration and creativity. Students studying Music are empowered by the medium of music to gain insight into their ever-changing world, to develop self-discipline and to deepen their aesthetic awareness. Central to the Year 8 Music course are the three interacting dimensions of listening, composing and performing.

## TOPICS OF STUDY

The Year 8 Music course prepares students for the highly anticipated “Battle of the Bands” in which students form their own rock bands and prepare a song for a live performance for the school community. Students develop performance skills learnt in Year 7 by using the guitar, drum kit, piano and voice. Composition skills are developed as students write and record their own songs utilising technological processes. Students analyse contemporary songs and performers from a variety of styles.

### **Topic: *Finding your Groove!***

- Music concepts and literacy skills will be enhanced while participating in engaging music-making learning experiences:
  - In Semester 1 students will develop performance skills on a variety of instruments including guitar, keyboard and drums.
  - In Semester 2, students will have the opportunity to perform as soloists or in small bands and rehearse in preparation for a public performance as well as utilise composition and recording technology to develop their individual performance and composition skills.
- Students explore contemporary composition techniques through the use of Garage Band and multi-track recording.
- Throughout the year aural, theory and musicianship skills will be developed.

The skills learnt in the course will support and enhance the learning that occurs in the Co-Curricular Music Program at St Margaret’s.

## LEARNING EXPERIENCES IN THE ARTS - MUSIC

Music will provide the opportunity for:

- Playing musical instruments, composing, analysing and investigating music
- Creativity, imagination, technical ability, aesthetic appreciation, critical thinking and self confidence
- Developing skills in the use of innovative arts practices and technologies to express ideas
- Building aesthetic knowledge and communication: valuing and sharing arts experiences
- Discovering insights into local, national and global cultures and arts traditions

## ASSESSMENT

- Responding, Knowledge and Understanding – Musicianship skills
- Creating - Composition
- Presenting – Performance (Individual and Group)
- Reflecting

# THE ARTS – Visual Art

## COURSE OVERVIEW

The Year 8 Visual Art Course develops students' understanding of the visual world by making and appreciating images and objects. An understanding of the skills of artists, designers, craftspeople, critics and historians is developed. Emphasis is placed on experimentation and an enjoyment of the art making process. Students experience the work of talented artists first hand by visiting contemporary art galleries and by working with artists in workshop situations.

## TOPICS OF STUDY

Visual Art challenges students to use skills, techniques, processes and materials to plan and create personalised Visual Art works. Students refine, reflect upon and display their resolved work. Practical work is underpinned by research to understand and evaluate visual imagery using art terminology.

Students will explore art concepts and ideas which relate to their own backgrounds and experience within the unit focus: IDENTIKIT. Media and processes explored include a range of self-portrait techniques; painting, printmaking and digital processes.

- IDENTIKIT portrait painting on canvas. Students devise and photograph a self-portrait which is digitally manipulated. The image is further refined using stencilling, spray and masking techniques, expressive and detailed paint applications.
- IDENTIKIT mono print. Students analyse the work of artist who uses printmaking processes. Objective drawing exercises are developed into designs which are then developed as a folio of work. Students display completed work for audiences and must justify the creative decisions made in the process of developing finished work.
- IDENTIKIT ceramic project. Students devise and construct a hollow form or mask incorporating surface textures and designs. The work of contemporary indigenous artists will be referenced.
- IDENTIKIT lino folio. Students analyse the work of artists who use relief printmaking processes. Objective drawing exercises are developed into designs which are then carved into lino blocks. Students display completed work for audiences and must justify the creative decisions made in the process of developing the unit of work.

## LEARNING EXPERIENCES

- Painting and portrait drawing, digital and mixed media explorations, relief printing
- Create, present and reflect on art works that incorporate Visual Art techniques, technologies, processes and language
- Understand and use the elements and principles of art and design
- Research and evaluate the practices of local and international artists in relation to students' own ideas
- Evaluate and reflect on art works in appraising and theory tasks

## ASSESSMENT

Work will be assessed using the following schema: Visual Literacy, Making and Appraising.

- Visual Journal preliminary work and documentation of individual concepts and practical activities
- Painting on canvas
- Lino Print folio
- Ceramic form
- Mono prints
- Analyse art works using visual arts language
- Class test and/or assignment
- Project to feature at the Biannual MAYO Arts festival, school or community event. Projects may also take the form of a collaborative artwork or installation

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