Year 8 Academic Program

The Year 8 program aims to consolidate the foundations of learning developed in year 7. The course is comprised of seven compulsory subjects which run for the full year, and four semester-long units in the Arts and Technology area. Students in Year 8 also select one Language other than English (LOTE) that they will study in year 8 and continue through to the end of year 9.

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Year 8 Religious Education

Course overview

In Semester One, students look at the nature of signs and symbols and how they are used in the Catholic Church and then further investigate their usage in the Sacraments of Initiation. In the unit on Eucharistic Signs and Symbol students learn to value those signs, symbols and rituals which guide and enrich their own and other people’s lives as well as describe the nature of the sacrament, and rituals associated with the sacraments of initiation, especially the Eucharist. In Belief in Early Christian Communities students look at being aware of the commitment and vision of the men and women in the early Christian communities and describe important events and personalities of the early Christian communities. In Semester Two, students study the meaning of good and evil in our world and the different types that are evident in the unit Goodness In Our World. In A Just Society students learn to value the relevance of the teachings of Jesus to contemporary society and life experiences as well as apply those teachings. In the unit on The Parables of Jesus, the focus is on identifying Gospel stories, such as parables, which illustrate daily life and practices in Israel and analysing stories about Jesus in terms of the students’ cultural and historical background.

What students should know at the end of the course

- The Church as the People of God is united to the person of Jesus Christ, nourished by the word of God, and called to be active in the proclamation of the reign of God in the lives of people today.
- Human beings live within diverse religious and cultural communities and are confronted with choices in life, including the important choice between good and evil.
- Christians recognise the importance of Jesus in word and sacrament as a guide to good decisions. Through the celebration of prayer, sacrament and liturgy, and particularly the Eucharist, Jesus Christ is made present to the Christian community to give them life, to heal them and to form them as a people.
- The Christian community is called to discipleship which requires that it continues to create a world where we live together justly and where the dignity of the human person is central.
- The Christian community is called to discipleship which requires that it continues to create a world where we live together justly and where the dignity of the human person is central. Jesus, the living Word of God, is the heart of the Christian life and the one on whom all teaching is based.
- They will develop enhanced skills in the use of the Scriptures and find in them the story of God’s revelation to the People of God, brought to fulfilment in Jesus Christ.
- Through the celebration of prayer, sacrament and liturgy, and particularly the Eucharist, Jesus Christ is made present to the Christian community to give them life, to heal them and to form them as a people.

What students should be able to do by the end of the course

- Describe how the celebration of the Sacraments of Initiation are central to the life of the Church and to each individual involved.
- Identify case studies of individuals or groups demonstrating Christian discipleship.
- Show an awareness of Helene’s role in the mission of the Church.
- Research and record the lives of significant members or missions of the FMM.
- Explain the nature of Sacraments, Liturgy and expression of prayer in the Catholic tradition.
- Illustrate the ways in which prayer, liturgy and the sacraments support the faith life of the community.
- Describe and analyse case studies or stories about people who exemplify good living.
- Apply Jesus’ teachings on mercy and compassion.
- Research and report on the actions of individuals or groups working in the service of other
- Name and re-cast some of Jesus’ parables in contemporary settings

How these outcomes will be assessed

Formative assessment through classroom discussion, activities and course work. Summative assessment will occur through tests, oral presentations and assignments.
# Year 8 English

## Course overview

The English curriculum at year 8 is built around the three interrelated strands of Language, Literature and Literacy, with all three strands integrated into teaching and learning programs. Together, they focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In English, students engage with a variety of texts for enjoyment. They listen to, read, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. With this, students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students in year 8 create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

## What students should know at the end of the course

- that English is an influential language that has impacted other dialects and languages, and how English has, in turn, also been affected
- how to write an analytical essay
- that authors innovate with text structures and language for specific purposes and effects
- how to create imaginative, informative and persuasive texts that raise issues, advance opinion and are written with purpose and audience in mind
- how to apply increasing knowledge of vocabulary, text structures and language features
- how to competently use punctuation conventions, including colons, semicolons, dashes and brackets in texts
- how to use features such as nominalisation in the writing of informative and persuasive texts
- how to plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints

## What students should be able to do by the end of the course

- present an argument about a literary text
- write a cohesive analytical essay
- compare and contrast the use of literary devices in texts
- analyse text structures and language features of literary texts
- present and discuss an idea and to influence and engage an audience by using persuasive language
- use comprehension strategies to interpret and analyse literary and persuasive texts
- create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments
- review and edit their own and others' texts to improve clarity and accuracy

## How these outcomes will be assessed

- Students will write a number of analytical essays which analyse the ways that text structures can be manipulated for effect.
- Students will create written and spoken texts that present a point of view, and respond to issues, interpreting and integrating ideas from other texts.
- Students will map their thinking in response to a question, using software such as Rationale.
- Students will complete grammatical tasks using online resources and assessment tools, such as Grammatikus.
- Students will plan and present their opinions cohesively through oral presentation.
Course overview

The Year 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. In year 8 students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

They will develop specialised movement skills and understanding in a range of physical activity settings. They will analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

What students should know at the end of the course

Movement and Physical Activity
- How to improve body control and coordination when performing specialised skills
- Perform movement sequences for specific purposes
- Reasons for decisions and choices of action when solving movement challenges

Personal, social and community health
- The impact of transition and change on identities
- Strategies to manage personal physical and social changes that occur as they grow older
- How to seek help for themselves and others
- How to select strategies to promote health, safety and wellbeing
- Evaluate health information and express health

What students should be able to do by the end of the course

Movement and Physical Activity
- Use feedback to improve body control and coordination when performing specialised movement skills.
- Compose and perform movement sequences for specific purposes in a variety of contexts
- Practise, apply and transfer movement concepts and strategies
- Participate in physical activities that develop health-related and skill-related fitness components

Personal, social and community health
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older
- Practise and apply strategies to seek help for themselves or others
- Investigate and select strategies to promote health, safety and wellbeing
- Investigate the benefits of relationships and examine their impact on health and wellbeing
- Develop skills to evaluate health information and express health concerns
- Plan and use health practices, behaviours and

How these outcomes will be assessed

Students will
- Complete research assignments
- Participate in oral and practical assessments
- Participate in classroom tests and formal examinations

NB – Students may be filmed or photographed as evidence of achievement, and for authentication during assessment.
**Year 8 Humanities**

**Course overview**

The Year 8 History course provides an overview of 650-1750 AD highlighting important features of the period to help students understand broad patterns of historical change. Briefly exploring civilisations such as Byzantine, Celtic, Anglo Saxon, Viking, Ottoman Khmer, Mongols, Yuan, Ming, Aztec and Inca. The following content is canvassed - Transformation of Roman world and the spread of Christianity and Islam; Key features of the Medieval world feudalism, trade routes, voyages of discovery contact and conflict; The emergence of ideas about the world and the place of people in it by the end of the period such as Renaissance, Scientific Revolution and the Enlightenment and a depth study on Medieval Europe. There are two units of study in Geography: Landforms and landscapes and Changing nations. Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people. Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries.

**What students should know at the end of the course**

- patterns of change and continuity during the period 650AD-1750AD; causes and effects of events and developments; and motives and actions of people at the time.
- the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past. Students understand sequence of events and developments within a chronological framework with reference to periods of time.
- different types of landscapes and their distinctive landform features
- geomorphic processes that produce landforms, including a case study of at least one landform
- human causes and effects of landscape degradation; and, ways of protecting significant landscapes
- causes and consequences of urbanisation, drawing on a study from Indonesia and the Asia region
- differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences
- reasons for and effects of international migration in Australia

**What students should be able to do by the end of the course**

- identify origin and purpose of primary and secondary data; sequence historical events, developments and periods; use historical terms and concepts;
- identify and locate relevant sources; using ICT and other methods;
- locate, compare, select and use information from a range of sources as evidence; draw conclusions about the usefulness of sources; identify and describe points of view, attitudes and values in primary and secondary source; develop text, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged; Use a range of communication forms oral, graphic, written and digital technologies.
- Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts
- Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate
- Analyse geographical data and other information using qualitative and quantitative methods
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate

**How these outcomes will be assessed**

Students will be assessed by undertaking a variety tasks that may include:

- a 500-600 word essay, a 500-600 report, and / or an oral presentation;
- students will also complete an examination at the end of the year
Year 8 Mathematics

Course overview

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. At this year level, the areas of study across the content strands are as follows: Number and Algebra: Number and place value, Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships; Measurement and Geometry: Using units of measurement and Geometric Reasoning; and, Statistics and Probability: Chance, Data representation and interpretation.

use the four operations with integers, rational numbers (fractions), decimals, irrational numbers (eg π), percentages and indices in order to solve problems
• solve problems related to money including percentage increases and decreases, profits and losses
• simplify algebraic expressions involving the four operations, apply the distributive law to the expansion of algebraic expressions, factorise algebraic expressions, solve linear equations using algebraic techniques
• plot linear relationships on the Cartesian plane and solve linear equations using graphical techniques
• solve a range of problems involving rates and ratios
• solve problems involving duration, including using 12- and 24-hour time within a single time zone
• use appropriate units of measurement, find perimeters and areas of parallelograms, trapeziums, rhombuses and kites, circles and find volumes of rectangular, triangular prisms and prisms in general
• define congruence of plane shapes using transformations, establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning
• identify complementary events and use the sum of probabilities to solve problems, describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and' and represent events in two-way tables and Venn diagrams and solve related problems
• investigate techniques for collecting data, including census, sampling and observation, investigate the effect of individual data values, including outliers, on the mean and median
• use efficient mental and written strategies and appropriate digital technologies

What students should be able to do by the end of the course

• Students: use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers; estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages; simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions; solve linear equations and graph linear relationships on the Cartesian plane; convert between units of measurement for area and for volume; find the perimeter, circumference and area of various shapes, and solve problems relating to the volume of prisms; identify conditions for the congruence of triangles and deduce the properties of quadrilaterals; explain issues related to the collection of sample data and discuss the effect of outliers on data; model situations with Venn diagrams and two-way tables; choose appropriate language to describe events and experiments; determine complementary events and calculate the sum of probabilities. These concepts will be completed with and without the use of digital technologies.

Students may complete one or more of the following types of assessment for the course:
• Skills tests; Modelling/Analysis Tasks; Problem Solving Tasks; End of semester examinations
# Year 8 Science

## Course overview

As students work towards level 8 they develop their understanding of microscopic and atomic structures. They explore changes in the states of matter and distinguish between chemical and physical change. They link form and function at a cellular level and explore the organisation of body systems. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of kinetic and heat energy in the rock cycle.

## What students should know at the end of the course

- different forms of energy and explain how energy transfer and transformation cause change in simple systems.
- How the particle model is used to predict, compare and explain physical and chemical properties and behaviours of substances.
- How to provide evidence for observed chemical change in terms of colour change, heat change, gas change and precipitate formation.
- How to analyse the relationship between the structure and function of cell, organ and body system levels.
- How to compare the process of rock formation
- How the sustainable use of resources depends on the way they are formed and cycle through the Earth’s systems.

## What students should be able to do by the end of the course

- identify questions that they can investigate scientifically.
- plan experiments and identify variables to be changed, measured and controlled.
- consider accuracy and ethics when planning investigations.
- summarise data and construct representations of their data to reveal and analyse patterns and trends, and they use these when developing conclusions.
- explain how modification to methods could improve the quality of their data.

## How these outcomes will be assessed

Students will be completing research on the following:

- Chemical change
- Energy transfer
### Year 8 Visual Art

#### Course overview

Over the course of the year students will use a range of starting points to explore and refine aspects of the design process in a Visual Diary where they maintain a record of their exploration and development of ideas and problem solving processes. Students will apply processes of reflection and evaluation to develop skills in refining and shaping their works to effectively communicate their intended aims and experiment with imaginative ways of creating solutions to set tasks. The production of a folio of final presentations will be based on two and three-dimensional art forms (Acrylic Painting, Ceramics, Printmaking (Lino), Painting of Sculpture, Drawing and Design). Individual units allow students to develop skills, knowledge and understanding of skills and techniques relevant to each specific area.

In Art Theory students will explore and respond to art works from a range of art periods, specifically Christian Art traditions and cultures using appropriate arts language. They will focus on context, interpreting and responding, criticism and aesthetics related to both contemporary and traditional arts forms and styles. They will employ research skills to inform their concept of style and apply their observation skills when describing, comparing and analysing arts works.

#### What students should know at the end of the course

- Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork;
- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes;
- Develop planning skills for art-making by exploring techniques and processes used by different artists;
- Practise techniques and processes to enhance representation of ideas in their art-making;
- Analyse how artists use visual conventions in artworks;
- Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples.

#### What students should be able to do by the end of the course

- Methodically use a visual diary for a design process that documents plans and organises their design work;
- Understand and manipulate arts elements and principles when designing and creating artworks as well as extend their skills through ways of manipulating the different design aesthetics;
- Experiment with a range of ideas, media, and materials and/or techniques in their visual diaries;
- Generate ideas for artworks through research about how artists communicate feelings and ideas;
- Use two- and three-dimensional media as well as digital technologies to build a range of technical competencies;
- Personally apply skills across a range of arts forms; continuing to develop, practice correct technical procedures;
- Evaluate their own artwork, reflecting on areas of improvement and determining how it communicates a feeling or an idea;
- Research and compare artworks from Christian Art periods and describe, analyse and interpret the formal properties of artworks, developing arts language through description and analysis.

#### How these outcomes will be assessed

- Visual Diary: assessed at the end of semester one and two;
- Folio of finished artworks: Printmaking, Painting, Ceramics and Multimedia;
- Art History research and analysis tasks: Christian Art
Year 8 Design and Digital Technology: Food

Course overview

In year 8, food students will use project management processes, individually and in teams, in the development of innovative food solutions in design and technology contexts. They explore characteristics of ingredients, in particular, fruits and vegetables, and common cooking processes, and carry out tests and production activities to determine their suitability for a range of purposes. Using the Design Process, students will design and produce food products, giving consideration to the impact of their sensory properties, and evaluate the advantages and disadvantages of design ideas. They will identify the sequence of steps involved in design tasks and develop plans to manage their implementation, including safety and the responsible use of tools and equipment. Students will use a variety of technologies and techniques to communicate, generate and clarify ideas whilst incorporating symbols and technical terms, annotated concept sketches and drawings. Students will explore food products in terms of packaging and marketing through the ‘Food For Special Occasions’ brief. They will be introduced to food production in Australia and some of the environmental considerations associated with the food industry, such as waste management.

What students should know at the end of the course

Design and Technologies knowledge and understanding
- Ways in which food products evolve locally, regionally and globally the the creativity, innovation and enterprise of individuals and groups, including food packaging and marketing
- How some foods are produced (fruits and vegetables) and how they can become more sustainable
- How characteristics and properties of foods, in particular sensory and nutritional properties, determine preparation techniques and presentations when designing solutions for healthy eating
- Ways to produce designed solutions through the selection and combining of characteristics and properties of materials, systems, tools and equipment

What students should be able to do by the end of the course

Design and Technologies Processes and Production Skills
- Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas.
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques
- Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make designed solutions
- Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability

How these outcomes will be assessed
- research and present information on a selected fruit or vegetable
- Investigate, design, produce and evaluate a solution to the food for Special Occasions design brief
- produce and evaluate a range of foods, that incorporate a range of tools, equipment and ingredients.
- demonstrate the principles of good hygiene and safety when working in the kitchen.
Year 8 Design and Digital Technology: Textiles

Course overview

The study enables students to focus on Textiles as a specialist context of Design and Digital Technologies. Students will use creativity and innovation skills to communicate and represent original ideas through design options. They will also develop and document production design plans to identify the steps involved in planning the production of designed solutions through a visual journal. Students will learn about and develop their skill level and safety knowledge of a range of simple to complex equipment including sewing machines, irons and other small tools. Students will be taught the fundamental skills of basic machine stitches; hand stitching and application of embellishments and appliqué in the construction of a garment. Through research they will investigate and develop an understanding of the origins, properties and characteristics of man-made fibres and fabrics.

What students should know at the end of the course

How to:
- Examine and prioritise competing factors including social, ethical and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures;
- Analyse how fibres are produced when designing managed environments and how these can become more sustainable;
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques;
- Effectively and safely use a broad range of materials, components, tools, equipment and techniques to make designed solutions;
- Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability;
- How to improve technical expertise through practice and evaluation;
- A glossary of design terms and associated definitions.
- Technical and design terminology and apply their meanings through the context of their work.

What students should be able to do by the end of the course

Be able to:
- Investigate how ethics, social values, profitability and sustainability considerations impact on the wellbeing of a community and the environment;
- Investigate and research the source, production techniques, and use of man-made fibres in commercial products;
- Use a variety of critical and creative thinking strategies such as brainstorming, research, and sketching to generate innovative design ideas;
- Produce annotated exploration and refinement sketches, and presentation drawings using technical terms, scale, and templates to explain design ideas;
- Document and communicate the generation and development of design ideas for an intended audience;
- Practice techniques to improve expertise in machine and hand sewn processes;
- Identify and manage risks in the planning and development of various projects, working safely, responsibly and cooperatively in the classroom;
- Explain and interpret drawings, planning and production steps needed to produce products;
- Use project management processes when working individually and collaboratively to coordinate production of designed solutions;

How these outcomes will be assessed

- Visual Diary: assessed at the end of semester
- Machine production work: pyjama pants
- Man-Made fibre research task
# Year 8 Performing Arts: Music

## Course overview

Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating the musical elements, principles and/or conventions when designing, making and presenting musical works for particular purposes and audiences. Students use processes of rehearsal, reflection and evaluation to develop skills in refining and shaping their works to effectively communicate their intended aims, and experiment with imaginative ways of creating solutions to set tasks. They use research to inform their concept of style and apply their observation skills when describing, comparing and analysing arts works. Students use appropriate arts language when discussing their own and other musicians’ intentions and expressive use of arts forms, elements, principles and/or conventions and when describing, analysing and interpreting the content and meaning of musical works. They develop their performance practice, by presenting informed performances as members of a small ensemble. They develop their overall musicianship skills, focusing on composition and manipulation of theoretical.

## What students should know at the end of the course

- Experiment with Texture and Timbre in sound sources using aural skills
- Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music
- Practice and rehearse a variety of music, including Australian music, to develop technical and expressive skills
- Structure compositions by combining and manipulating the elements of music using notation
- Perform and present a range of music, using techniques and expression appropriate to style
- Analyse Composers’ use of the elements of music and stylistic features when listening to and interpreting music

## What students should be able to do by the end of the course

- Plan for effective performance and perform with awareness, on a variety of instruments, both rhythmic and melodic (incl. voice)
- Can interpret musical notation, both in short hand and on the stave
- Can improvise and compose
- Can manipulate the elements through performance
- Can manipulate theoretical knowledge through a number of mediums (ICT, hand written notation, visual or drawn) in order to express culturally and stylistically contrasting compositions
- Can analyse a variety of musical works using the Elements of Music
- Can both identify and discuss HOW the elements are being used
- Can use appropriate musical language.

## How these outcomes will be assessed

- Analysis of Musical Score using the Elements Assignment
- Theory and aural test
- Pop Song composition
- Ensemble Performances
## Year 8 Performing Arts: Drama

### Course overview

The drama course in Year 8 covers two units over the course of a semester. In the first, students investigate Bollywood film and theatre, and the associated dance styles. They acquire some movement vocabulary in this style, and compare it with contemporary and Indigenous forms of Australian dance. Finally, they use these dance styles as a stimulus to create a performance. In the second unit, students work with scripts to build a production of Frankenstein. They use playmaking techniques to develop the performance, and continue to develop their expressive skills. Throughout both units, students keep a journal where they reflect on and evaluate their learning as actors, directors and directors.

### What students should know at the end of the course

- Combine elements of dance and improvise by making literal movements into abstract movements
- Develop their choreographic intent by applying the elements of dance to select and organise movement
- Practise and refine technical skills in style-specific techniques
- Structure dances using choreographic devices and form
- Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent
- Analyse how choreographers use elements of dance and production elements to communicate intent
- Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples
- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions
- Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect
- Perform devised and scripted drama maintaining commitment to role

### What students should be able to do by the end of the course

- Explain the importance of dance traditions to Indian and Australian cultures.
- Use effective warm-up and cool-down procedures to prevent injury and strain.
- Choose and respond to music which is appropriate to choreographic intent.
- Create a movement vocabulary which reflects the traditions of Bollywood and Australian contemporary dance.
- Choreograph, learn, refine and perform movement vocabulary precisely and with confidence.
- Reflect on own and others’ choreography and performances in written and verbal forms.
- Make characterisation choices based on information from the script.
- Use and manipulate elements of stagecraft to enhance characterisation.
- Work in a group to present a scene from the play.
- Manipulate dramatic elements and conventions to entertain and engage a specific audience.
- Use expressive and performance skills to enhance a character.

### How these outcomes will be assessed

- ‘Dancer’ performance: In small groups, reflecting their understanding of and ability to use dance styles.
- Frankenstein performance: development of a scene for performance using appropriate characterisation
- Journal: ongoing evaluative work which is assessed at the conclusion of the semester.
## Year 8 LOTE: Indonesian

### Course overview

Indonesian language at year 8 follows pathway 2 for students who have begun learning the language at year 7. They understand that Indonesian is a language used by millions of Indonesians in everyday life. They realize that Indonesian has similarities with English and that it can vary between spoken and written forms. Students begin to exchange personal information, opinions, ideas, feelings and plans orally and in writing. They learn a variety of text types such as narrative, letters, and dialogues. They notice how language changes according to people and their relationships such as informal language with friends, and formal language with teachers and adults.

Students participate in interactions such as role-plays and conversations on simple topics related to the world of teenage experience and other topics of general interest. Students will view texts such as films, participate in dialogues and develop language for describing personal reactions and feelings. They will develop grammatical knowledge and language awareness through close attention to texts, comparing languages, and applying their knowledge in language exercises and tasks. Students explore the notion of Australia and Indonesia being neighbours and compare aspects of environment, lifestyle and practices in both cul

### What students should know at the end of the course

- How to form transitive and intransitive verbs
- How to form abstract nouns
- How to form object focus sentences and how to use passive voice
- How to use modal auxiliaries
- How to ask questions regarding frequency of activities
- How to use time indicators

### What students should be able to do by the end of the course

- Share experiences and opinions with peers about teenage life and responsibilities
- Arrange social events by planning, negotiating and deciding with peers
- Present a report about an issue
- Design and respond to invitations
- Talk about weather and environment
- Make a booking
- Ask and respond to questions about frequency of activities
- Ask and respond to questions and talk about routines and hobbies
- Express height, width and distance of geographical features
- Talk about festivals and ceremonies

### How these outcomes will be assessed

- Oral tests
- Reading tests
- Vocabulary and Grammar tests
- Listening tests
- Writing assessments
# Year 8 LOTE: Italian

## Course overview

The Year 8 Italian curriculum is built around two interrelated strands of understanding and communicating. Students will participate in oral and written communication activities which will guide them in the development of their language skills. They will learn vocabulary and structures which will assist them to develop cultural knowledge required for appropriate intercultural exchange when discussing themes such as Italian Food, Pets, Travel via Public Transport, Weekend Pastimes and Countries and Nationalities. In addition, they will begin to notice how Italian is used differently in different contexts and how Italian speakers communicate in ways which may be different to their ways. Students will focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as Italian language learners and users. They will gradually build a vocabulary and grammatical base which will enable them to compose and present different kinds of simple texts. Students will understand and apply elements of Italian grammar, such as definite and indefinite articles; pronouns; present tense regular and irregular verbs; gender and number agreement of nouns and adjectives; positioning of adjectives; and prepositions. Students will begin to understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. They will create their own texts mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs.

## What students should know at the end of the course

- A broad range of vocabulary pertaining to: animals and their habitats; musical instruments, sports and pastimes; countries, cities nationalities and languages; different types of transport; Italian food.
- Grammatical rules pertaining to the use of the definite article (singular and plural); the indefinite article; noun and adjective endings (singular and plural) as well as gender agreement; the personal pronouns; conjugations of regular - are, -ere and -ire verbs; irregular verbs: essere, avere, fare and andare; the suffix, -issimo; the adjective buono
- The correct pronunciation of: the vowels; double consonants, nn, cc and ll; the sounds sc, sch, gli and gn.
- Aspects of Italian people and their culture: geography; history; language; food; currency; unique means of transport; pastimes; products; lifestyle
- When to use formal and informal modes of addressing people
- Be able to express their preferences; likes and dislikes
- Discuss hobbies and weekend activities
- Talk about food
- Request information
- Be able to tell the time in Italian
- Talk and write about their pets or other animals
- Apply the use of adjectives correctly adhering to agreements of gender and number; and word order
- Perform in simulated situations
- Use numbers in different situations such as enquiring about cost of an item or service and purchasing items
- Use grammatical structures such as definite and indefinite articles, personal pronouns and present tense verbs
- Talk about past events in Ancient Rome e.g. The events at Pompeii

## How these outcomes will be assessed

- Listening assessments – Students will listen to spoken texts and identify key points of information
- Oral assessments – Students will create and present spoken texts in a social setting
- Reading assessments – Students will read texts and locate specific ideas and infer meaning
- Writing assessments – Students will produce simple pieces of writing that are personal or imaginative in nature
- Grammar and vocabulary assessments – Students will demonstrate knowledge of grammar and vocabulary by completing a range of tasks and/or tests
## Course Plan (example)

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Compulsory (year long)</th>
<th>Compulsory (semester long)</th>
<th>LOTE</th>
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</thead>
<tbody>
<tr>
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<tr>
<td><strong>Semester 1</strong></td>
<td>Religious Education</td>
<td>English</td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td>DTT - Textiles</td>
<td>PA - Music</td>
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</tbody>
</table>

**OR**

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<td>PA - Drama</td>
<td></td>
</tr>
</tbody>
</table>

- Students do not have a choice which semester the semester-long subjects occur, this is determined in timetable and homeroom construction.