



**Newtown High School of the Performing Arts**

Year 9-10

Elective Subject Information Booklet

2022

# Contents



Commerce.....	3
Classical Ballet .....	4
Dance.....	5
Dance Extension .....	6
Design and Technology .....	7
Drama .....	8
Drama Extension .....	9
Film Studies .....	10
Food Technology .....	11
French .....	12
Integrated Computing .....	13
Music .....	14
Music Extension .....	15
PASS .....	16
Performing Arts Production .....	17
Textiles and Design .....	18
Visual Arts .....	19

# Commerce



## | Course Description

Commerce equips students with knowledge and skills to make sound decisions about consumer, financial, economic, business, legal, political and employment issues. Commerce students:

- investigate relationships between consumers, businesses and governments in the overall economy;
- apply problem-solving strategies which incorporate the skills of research, analysis and evaluation;
- develop skills in critical thinking, reflective learning, and collaborative decision-making which help them to manage personal and business affairs, contribute to our democratic society, and become self-directed lifelong learners.

People in the performing arts and other areas will find that the skills and knowledge learned through studying Commerce will help them become financially successful into the future, whether they start their own business, work in businesses owned by others or work under contracts.

The skills of effective entrepreneurs can be applied to actors, dancers, musicians, artists and other creatives. Examples include: developing your creative/business idea and creating your own opportunities, marketing yourself and your skills, raising finance to invest in creative projects, networking to find likeminded people to work with or to invest in projects, understanding contracts and knowing where to get legal and financial advice and assistance.

While studying Commerce is not a prerequisite, it can be very beneficial to students considering studying Business Studies, Economics and/or Legal Studies in Stage 6.

## | Main Topics covered

### Year 9

- ❖ **The Economic and Business Environment** - examining the nature of the economy, markets and current economic issues, within which we live as consumers and business owners
- ❖ **Investing** – learning about individual and business investment; raising finance for investment in projects; the financial services industry; and participation in the ASX online Sharemarket Game
- ❖ **Running a Business** – exploring entrepreneurship, business planning, operations and financial management, case studies including businesses in the performing and creative arts, indigenous businesses and local businesses, and the opportunity to plan a business idea through project-based learning

### Year 10

- ❖ **Law, Society and Political Involvement** – learning about the role and structure of the legal system; law reform, political action and decision-making; participating in a democracy, including government, political parties, voting and elections
- ❖ **Employment and Work Futures** – discovering workplace rights and responsibilities including in The Arts; exploring work and wellbeing, as well as other current workplace issues
- ❖ **Option from: Our Economy; Travel; Towards Independence** – topic to be decided according to student interest and needs

## | Assessment Information

Assessment in Commerce will be conducted through course work and tasks including:

- Reading, comprehension and writing activities
- Collaboration activities and problem solving tasks
- Research and presentations
- Examination style tasks



# Classical Ballet

## | Course Description

Students in Years 9 and 10 have the opportunity to study Dance, Dance Extension and **Classical Ballet**.

These 3 complementary courses are provided for students who have aspirations to study Dance and Classical Ballet after Year 12 or for students who simply wish to maximise their training and performance skills.

This level of training is provided because the school recognises that to achieve at a high level in Dance and Classical Ballet it is essential that students' train at the same level as elite athletes.

The study of Classical Ballet in Years 9 and 10 is an important component in gaining the knowledge, understanding and skills that result in a balanced training in dance.

The course includes Classical Ballet Technique, Classical Ballet Style, Repertoire, Composition, anatomy and appreciation.

## | Main Topics covered

### Year 9 Classical Ballet

Classical Ballet technique and style.

### Year 10 Classical Ballet

Classical Ballet technique, style, repertoire, composition, anatomy and appreciation.

## | Assessment Information

### Year 9 Classical Ballet

**Term 1:** Performance, Examination Class and analysis of class.

**Term 2:** Performance of solo.

**Term 3:** 1. Research Project- Project based learning presentation.  
2. Performance of Repertoire, Analysis of Choreographic Style.

### Year 10 Classical Ballet

**Term 1:** Examination Class and Performance of Solo. Journal.

**Term 2:** Research Project – Analysis

**Term 3:** Performance of Repertoire, Analysis of Choreographic style. Performance Examination Class, analysis of student performance.



# Dance

## | Course Description

Students in Years 9 – 10 who study dance, follow the NESAs dance syllabus. The syllabus comprises three major practices: **Performance, Composition and Appreciation.**

**Performance** consists of two related elements: Dance Technique (emphasising Safe Dance) and Performance Quality related to dance styles e.g. Modern (Contemporary) Dance, Jazz Dance and Musical Theatre.

**Composition** provides the opportunity for students to develop knowledge, skill and understanding of the process, principles and practices of dance composition. Emphasis is on creativity, imagination and the development of personal style.

## | Main Topics covered

### Year 9 Dance

Dance Performance [Modern (Contemporary)

Dance and Jazz Dance] Technique, Composition and Appreciation

### Year 10 Dance

Dance Performance [Modern (Contemporary) and Musical Theatre Dance] Technique, Composition and Appreciation.

## | Assessment Information

### Year 9 Dance

**Term 1:** Project based learning task- Jazz style (Fosse)

**Term 2:** Performance of the Class Dance in the Jazz style

**Term 3:** Presentation of a phrase of movement generated from a concept/intent. Composition process journal.

### Year 10 Dance

**Term 1:** Introduction to analysis of seminal work

**Term 2:** Performance of the Class Dance in the Musical Theatre style

**Term 3:** Composition – presentation of two phrases of movement generated from concept/intent, exploring the conventional theatre space. Composition process journal.



# Dance Extension

In addition to the Core Dance Elective in Years 9 and 10 students have the opportunity to select to study an **additional course** in Dance Performance.

## | Course Description

Dance Extension provides students with the opportunity to undertake additional training in Dance with the focus on Dance Technique, Dance Performance and Interpretation.

This course is highly recommended for students who may be considering studying Dance at University after finishing Year 12 or considering further full-time study of Dance and/or Dance related areas.

As dancers are special 'athletes' the school recognises that just as athletes need to devote considerable time to training so do dancers in order to develop the high level of skill and performance quality essential to interpreting choreography of the highest level.

## | Main Topics covered

### Year 9 Dance Extension

Additional performance studies in Technique, Performance Quality, Interpretation and Repertoire.

### Year 10 Dance Extension

Additional performance studies.

## | Assessment Information

### Year 9 Dance Extension

- Term 1:** Performance of Class Dance and written analysis
- Term 2:** Performance of Class Dance, Process Journal and analysis of classwork.
- Term 3:** Performance of Class Dance, analysis of classwork and Viva Voce.

### Year 10 Dance Extension

- Term 1:** Performance of Class Dance and written analysis
- Term 2:** Performance of Class Dance, Process Journal and analysis of classwork.
- Term 3:** Performance of Class Dance, analysis and Viva Voce.



# Design and Technology

## | Course Description

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of projects designed in response to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate original ideas. They are encouraged to work across a broad range of design disciplines in experimenting with tools, materials and technologies to develop and apply practical skills in the management and realisation of quality prototypes and products.

## | What students learn

Design and Technology in Years 9 & 10 is an elective course designed to build upon the skills developed in the Technology (Mandatory) syllabus studied in Years 7 & 8.

Throughout the year 9 and 10 course students learn about the design, production and evaluation of quality designed solutions, and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Design projects are focused under the following context areas, however as the course progresses student-negotiated focus areas are encouraged and allow for design projects developed in areas of interest and personal significance.

- **Agriculture**
- **Digital technologies**
- **Engineered systems**
- **Information and communication technologies**
- **Material systems**



## | Assessment Information

Students are assessed through Major Design Projects which are undertaken throughout the year, assessing design, production and documentation skills in one of the context areas listed above. A final 'student orientated' major project completes the course.



# Drama

## | Course Description

In the spirit of the Drama Syllabus, Years 9 – 10, NHSPA Drama programs aim to develop **knowledge**, **understanding** and **skill**, individually and collaboratively, through:

- **making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- **performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical convention to engage an audience
- **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience

Students will value and appreciate:

- the collaborative and diverse nature of drama and theatre
- the contribution of drama and theatre to enriching and sustaining culture and societies.

The programs aim for an integrated study of the **elements** of drama:

- **through** the practices of making, performing and appreciating
- **within** the context of a range of dramatic forms, performance styles and their dramatic techniques and theatrical conventions.

At NHSPA, Drama courses have been developed to broaden, deepen and extend students' learning.

## | Main Topics covered

### Year 9 Drama

- Greek Theatre
- Shakespeare
- Playbuilding/Physical Theatre
- Naturalism

### Year 10 Drama

- Commedia
- Indigenous Theatre
- Brecht/Political Theatre
- Absurdism

## | Assessment Information

There are **three** formal assessment tasks in Year 9 and **four** in Year 10. Students will always be assessed individually but will often work collaboratively on a variety devised and scripted performances. All assessment tasks have a practical and written component.





# Drama Extension

In addition to the Core Drama Elective in Years 9 and 10 students have the opportunity to select to study an **additional course** in Drama. Students **MUST** be studying **Drama** to elect to study **Drama Extension**.

## | Course Description

Drama Extension provides students with the opportunity to undertake additional training in Drama with the focus on extending their experience and knowledge in Dramatic Forms and performance styles. Students will also develop their creativity and collaborative skills through the devising of Performance work and script writing.

A pre-requisite for this course is a **Grade A** achievement level in the Year 8 course. Students must demonstrate a high level of theoretical and performance skills.

### Year 9 Drama Extension

## | Main Topics covered

- Improvisation/Comedy
- Devising Performance
- Script Writing
- Contemporary Realism

## | Assessment Information

There are **TWO** formal assessment tasks throughout each year for extension students. Students will always be assessed individually but will often work collaboratively on a variety of devised and scripted performances. *Improvisation/Comedy* and *Contemporary Realism* are not formally assessed.

### Year 10 Drama Extension

The Year 10 Drama Extension course is focused on

## | Main Topics covered

- Influential figures in Drama and theatre
- The Role of the Actor
- The Australian Stage
- Group Devised Performance

## | Assessment Information

There are **TWO** Formal assessment tasks throughout each year for extension students. Students will always be assessed individually but will often work collaboratively on a variety of devised and scripted performances. All assessment tasks have a practical and written component. The *Role of the Actor* unit and *The Australian Stage* are not formally assessed.



# Film Studies

## | Course Description

Film Studies is offered as an elective course in Years 9 and 10 and is endorsed by NESA. Student learning involves linking theoretical understanding and appreciating of film with the practical making of film using digital technology. Through this, students will develop a discriminating awareness of the potency and pervasiveness of film as a form of communication and art in a social/ cultural/ historical context.

The course is a structured and highly disciplined approach to learning where students are empowered by understanding, using and expressing themselves in 'film language'. Students combine artistic expression and dramatic purpose with the technical elements of using a camera and computer editing programs. Students learn skills and knowledge in pre-production (screenplay, storyboards), production (filming) and post production (editing).

Film making is a collaborative art form requiring commitment and enthusiasm. A high level of organization and responsibility is needed. Creative expression, group work and organizational skills can develop student confidence, self-esteem and motivation. There is an emphasis on class discussion and peer assessment of film production exercises. Written expression in the form of essay responses is developed through rigorous written assessments. Assessment is equally divided between written analysis and practical film making exercises.

## | Main Topics covered

The program covers the following topics:

### Year 9 Film Studies

1. Film Language
2. The character in a landscape
3. The elements of 'Mise-en-Scene'
4. Occupational Health and Safety

### Year 10 Film Studies

1. Sound
2. Acting for Film
3. Genre
4. Occupational Health and Safety

## | Assessment Information

There are three written and practical tasks throughout the year based upon the topics covered.



# Food Technology

## Course Description

The Australian Food Industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional foods, ethical and sustainable food sourcing, and the environmental impact of food-production processes.

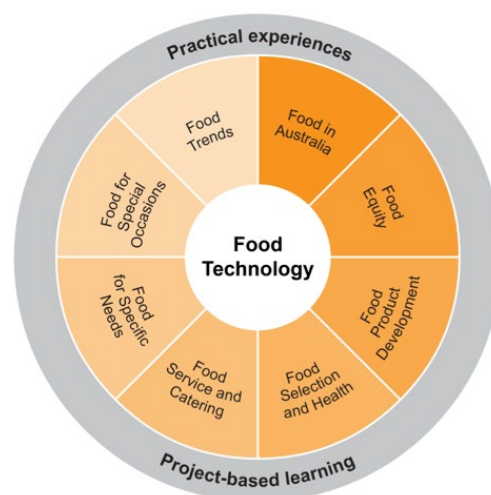
Food habits change based on economic, social, cultural, technological and environmental factors. In Australia, as a result of rapid technological change, consumers are confronted with an increasing array of food products designed to complement our changing lifestyles. Making informed food decisions requires an explicit understanding of nutrition principles in both theory and practice, and this is embedded in the study of Food Technology. This is essential to the development of sound food habits and contributes significantly to the wellbeing of all Australians.

The study of Food Technology 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.

This knowledge and understanding, is fundamental to the development of food-specific skills, which can then be applied in a range of contexts, enabling students to produce quality food products. 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.

## Main Topics covered

Food Technology in Years 9 & 10 is an elective course designed to build upon the Technology (Mandatory) course studied in Years 7 & 8. The following diagram provides an illustrative representation of elements of the course and their relationship.



## Assessment Information

Semester One: Theory assessment task, examination and designated classwork.

Semester Two: Theory and practical assessment task, examination and designated classwork.



# French

## | Course Description

Global expansion in the travel, communication and commerce industries has created a modern Australia closely connected with people of other countries, cultures and communities. Languages assist with communication skills, inter-cultural understanding, cognitive and intellectual development, literacy and general knowledge. In the Australian context, the ability to speak different languages is a national resource that aids more effective communication within the wider community. Studying French allows students to engage with the language and culture of French speaking communities, both within Australia and overseas.

The Year 9 and 10 French courses allow students to develop their communication skills and understanding of the systems of the language. In addition, it allows students to develop an understanding and appreciation of the diverse cultures of the francophone world and its people.

The new French syllabus is inclusive of learners who have background knowledge or who are commencing the course without prior knowledge.

The online interactive resources, together with films and songs are used to supplement the basic course material and to enhance learning. In order to reinforce classroom learning, excursions are organised to restaurants, French cultural events and exhibits.

## | Main Topics covered

Students will be able to communicate on topics such as:

### Year 9

- Daily routine
- Home life
- Leisure, hobbies and pastimes
- People and Places
- Shopping
- Festivals
- Making arrangements
- School life

### Year 10

- Special outings
- Health
- Travel
- Entertainment
- Music
- Environment
- Future Plans

## | Assessment Information

Throughout Year 9 and 10 formal and informal assessment is continuous. Students are expected to produce written tasks and oral presentations using ICT as well as complete listening and reading tasks.



# Integrated Computing

## | Course Description

Integrated Computing enables students to develop skills in the use of computing technologies and the opportunity to become developers of digital solutions applicable to a range of industrial, commercial, domestic and recreational activities. The course integrates the study of information processes with the development of software solutions. Students are encouraged to responsibly and ethically use computing technologies and to apply appropriate standards in the development of digital solutions. Students learn about the technologies that support network security and investigate social issues relating to cyber security, digital footprints and the need to manage the sharing of personal information online. They engage with current and emerging technologies as they develop skills in a wide range of software applications, devices and hardware including computers, microcontrollers and robotic components.

The Integrated Computing Years 9-10 course builds on the knowledge and skills developed in the Digital Technologies in the Technology Mandatory Years 7-8 course and provides students with specialised knowledge about computing and digital technologies. Students develop the capacity to generate and communicate digital solutions. They engage confidently in the application of conventions and procedures that are essential to the global transfer of data and information and explore the impact of computing technologies and systems on society and the environment.

Through the study of Integrated Computing students are encouraged to become increasingly confident, creative, productive and discriminating in the development and use of a range of computing technologies in computing and computer-related industries. Students develop an understanding of related work environments while developing skills and understanding that equip them for potential further education, vocational pathways, and leisure and lifestyle activities. Students develop an appreciation of how computing technologies are used across a broad range of enterprises, including agriculture, commerce, community organisations, education, engineering, finance, public relations, human resources, entertainment, media and communication.

The course provides a continuum of learning for students wishing to enhance their knowledge and skills in computing technologies in preparation for the study of computing-based subjects in Years 11 and 12.

## | Main Topics covered

The six focus areas are:

1. Designing for user experience
2. Connecting people with computers
3. Developing software solutions
4. Creating intelligent systems
5. Building mechatronic and automated systems
6. Modelling with data

## | Assessment Information

Students are assessed each Semester. A major project is undertaken focusing around a specific option integrating core content. Students are required to demonstrate both theoretical and practical skills through their major project. Classwork is also taken into consideration.



# Music

## | Course Description

The Year 9 and 10 Music Elective Course follows on from the Year 8 course. It is designed for students seeking to further their experiences in music. The knowledge and skills gained in this course will provide the foundations for students electing to study music in Years 11 and 12.

The course will integrate the study of topics through the areas of **Composing, Performing, Musicology and Aural**.

Students will build on knowledge, skills and confidence through creative and collaborative tasks as well as developing music literacy and aural skills.

## | Main Topics covered

### Year 9

- Australian Music
- Jazz
- Baroque Music
- Music for the Theatre

### Year 10

- Popular Music
- Twentieth Century styles: The Shock of the New
- Music and Technology
- Music for small ensembles

## | Assessment Information

There will be four assessment tasks each year, focusing on either Performance, Composition or Musicology/Aural.



<https://youtu.be/5MkXnOg-PI8>

Students are assessed each semester. A major project is undertaken focusing around a specific option integrating core content. Students are required to demonstrate both theoretical and practical skills through their major project. Classwork is also taken into consideration.



# Music Extension

## | Course Description

The Year 9 and 10 Music Extension course is designed for gifted students wishing to extend their experience in Music. A pre-requisite for this course is a **Grade A** achievement level in the Year 8 course. Students must demonstrate a high level of theoretical and performance skills.

There is an emphasis on project-based learning and collaboration within the course, which strongly supports creativity and goal-centred learning in students.

The course is also designed to enable students to strengthen their skills and knowledge in Performance, Composition, Aural/sight-singing and Musicology.

### **Performance**

There is a focus on performing to improve solo and ensemble techniques

### **Composition**

Students develop composition, arranging and improvisation skills across a wide range of contexts.

### **Musicology**

Students will build on knowledge and understanding of a range of musical styles.

### **Aural**

Students will continue to develop an in-depth understanding of the concepts of Music and music notation through listening, score reading, analysis and sight-singing.

## | Main Topics covered

The topics studied extend on but are not limited to the topics studied in the elective Music course

## | Assessment Information

There will be a formal and formative assessments, focusing on areas of Performance, Composition and Aural/Musicology.



<https://youtu.be/OcKpYNwTQl0>



# PASS

## | Course Description

Physical Activity and Sports Studies is offered as an elective course in Years 9 and 10 and is endorsed by the Board of Studies. This course promotes the concept of learning through movement. Aspects of the course will be explored through **participation in selected movement** applications in which students experience, examine, analyse and apply new understanding.

Students **develop an appreciation** of the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort. **Recreation, physical activity, sport and related health fields provide legitimate career pathways.** This course provides students with a broad understanding of the multifaceted nature of these fields.

It also introduces students to **valuable and marketable skills in organisation, enterprise, leadership and communication.** Students with these skills will be positioned to make a **strong contribution to their community** as physical activity and sport provides a major context for both voluntary and paid work across Australia.

## | Main Topics covered

- Body systems and energy for physical activity
- Coaching
- Technology, participation and performance
- Event management
- Physical fitness
- Physical activity and sport for various groups

## | Assessment Information

There will be three assessment tasks each year that assess both theory and practical aspects. This course will provide students with the opportunities to demonstrate their learning in the context of everyday classroom activities, as well as planned assessment events. Assessment techniques include; presentations, group work, research projects, self-assessment, peer assessment, movement tasks and coaching.





# Performing Arts Production

## | Course Description

This course provides students with the opportunity to gain knowledge, understanding and skills in Theatre Production and Management.

The study of this course will lead students into the management, design and operation of theatre equipment in creating productions for the theatre.

## | Main Topics covered

Students will study:

- The conventions of Theatre Production
- The elements of design relating to Theatrical Production (Lighting, Sound and Management)
- The operation of theatre lighting and sound equipment.
- The roles and responsibilities of theatre personnel and stage management.

## | Assessment Information

### Year 9 Production

- Term 1:** Anatomy of Theatrical Production written task
- Term 2:** Lighting Plan & written task
- Term 3:** Audio task
- Term 4:** Design, Practical, Written task

### Year 10 Production

- Term 1:** Garage Band practical & written. Live Mix task
- Term 2:** MacLux Pro Practical (Lighting)
- Term 3:** Design task and written task



# Textiles and Design

## | Course Description

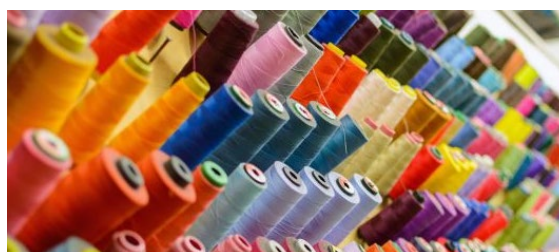
Textiles plays a significant role in society, satisfying both functional and aesthetic needs. Textiles performs specific functions in commercial, industrial and personal settings but equally is a means of self-expression and a medium for constructing social meaning and cultural significance within society.

The **Stage 5 Textiles and Design** course provides students with a broad knowledge of textiles through the study of the properties, performance and uses of textiles, colouration and decoration techniques, cultural diversity and textiles as an expressive and functional medium, manufacturing techniques and the use of innovative technologies in textiles.

Students undertake **Project Work** that includes investigation and experimentation, enabling students to discriminate in their choices of textiles for particular uses. Students document and communicate their design ideas and experiences applying contemporary technologies in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

## | Main Topics covered

- ❖ There are three areas of study:
  - Design
  - Properties and Performance of Textiles
  - Textiles and Society
- ❖ Project work forms the basis of every unit of work.
- ❖ Focus areas are recognised fields of textiles that direct the choice of student projects. The focus areas are:
  - Apparel – includes clothing and accessories such as shoes, hats, scarves, jewellery and belts
  - Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags
  - Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes
  - Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design
  - Non-apparel – includes book covers, toys, bags, umbrellas, tents, backpacks, surfboard covers.



*Focus areas are intended to encourage students to engage with a range of textile items and cater for a variety of student interests. They provide options for students to refine and enhance their knowledge and understanding of textiles using a variety of materials, tools and techniques.*

## | Assessment Information

Students are assessed through Major Textile Projects which are undertaken throughout the year, assessing design, production and documentation skills in one of the focus areas listed above. A final 'student orientated' major project completes the course.



# Visual Arts

## Course Description

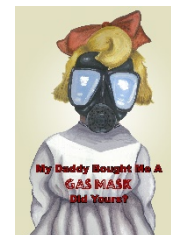
The focus of Visual Arts in our school is to creatively contribute to our students understanding and appreciation of aesthetics within the performing and creative arts.

Students in Years 9 and 10 have the opportunity to study a wide range of historical and contemporary artists and art forms enabling them to experiment widely and extend their knowledge and skills, thus creating a strong foundation for those who are considering further study in Years 11 and 12. The course is predominantly practical with the theoretical component providing background knowledge and inspiration for artmaking tasks.

All students are expected to keep a Visual Arts Process Diary as an ongoing reflection and documentation of their artmaking and theoretical studies. Subject contributions provide students with a variety of artmaking materials to use in class.

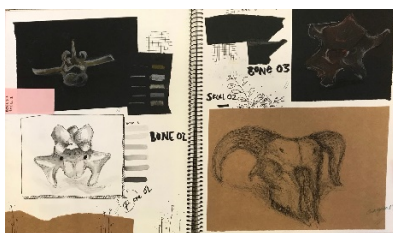
## Main Topics covered

Students investigate the art world through a variety of creative projects that support their understanding and knowledge of art theory and artmaking.



Year 9 Students explore a variety of media such as drawing, painting, collage, digital media (photoshop) high and low relief and found object sculpture through themes such as “Upcycle Recycle” and “War, Propaganda & Dissent”.

Year 10 Students explore media such as drawing, drypoint etching, ceramics, design and street art through themes such as “Idealism-Realism” “Street Art” and “Designed Objects”. In Term 4, students develop a group project such as a design for a street art mural to be created within the school or community.



Students are taught to decode and analyse selected artworks through the focus areas of Practice, the Conceptual Framework and the Frames. The study of artworks is structured to build a knowledge base of historical facts and an understanding of aesthetics and critical judgement.

## Assessment Information

Students are assessed on their artmaking and the documentation of artmaking processes in their Visual Arts Process Diary. Students are also assessed on how they apply their knowledge to selected artists and movements in exams and research projects.