



Year 9 Middle School

HANDBOOK

2026

Guide to Year 9

Welcome to the Middle School

The Middle School not only represents a physical change of location for students, but the program offered is different from that in the Junior School, and reflects the fact that students are now older and are ready to explore different options.

Some of the major changes in the operation of the Middle School, compared to the Junior School, are:

1. In Years 7 and 8, all students experience a broad general education so that they can gauge their strengths and weaknesses, and areas that interest them. In the Middle School, there are some compulsory areas of study, but more choice is available. Essentially though, students are still undertaking a general education.
2. In Years 7 and 8, most studies are taught to students as a Form Group. In the Middle School, there are no Form Groups. Students will be in classes that will include other students who have selected that particular unit of study. Students study six units each semester – each class will be made up of different students.
3. Middle School students are beginning to plan for their futures. The level of work is increased, and students need to accept that homework and study at home will increase, so that they can keep up with the work requirements for each subject.
4. There is a group of coordinators who look after the welfare and needs of the Middle School students.
5. There is close co-operation between the Mini Schools regarding student records and information, but for many students, the Middle School offers a real opportunity for a fresh start to their Secondary Education. This handbook outlines the program options at Year 9 and should be read carefully. If you have any questions, please do not hesitate to contact the College on telephone: 5127 9246 (Middle School).

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The Year 9 Program

For each Key Learning Area, this means:

This handbook outlines the program options at Year 9 and should be read carefully. If you have any questions, please do not hesitate to contact the Key Learning Area staff members or Middle School via telephone on: (03) 5127 9246.

Students in Year 9 study 5 core yearly subjects which consist of:

- English
- Mathematics
- Science
- Humanities
- Physical Education

Students then have the option of choosing 2 electives per semester from the electives that are offered in each Key Learning Area.

English

English is a compulsory subject and students will study English in both semesters.

Health/PE

Health/PE is a compulsory subject in Year 9. Boys and girls are in separate classes.

Mathematics

Like English, students will study Mathematics in both semesters.

Arts & Technology

These areas are not compulsory, however you are advised to take at least one unit of each to give you a broad program.

Science

Students will study two core units of Science - one in each semester. Students can also choose to do additional electives.

Humanities

Students will study a core Humanities unit of study. They can also elect to study more units in each Key Learning Area if they wish to.

Languages/LOTE

Students can elect to continue their studies in languages, in either Italian or Indonesian if they wish to, or have the option to begin a class in Chinese.



Choosing Your Subjects

Please read the following pieces of advice to guide you in choosing your Year 9 Program.

The best advice when choosing a course for Year 9 is to look at a balanced program that best reflects your skills, abilities, and interest levels. It is a chance to have a go at some electives so that when you enter the Senior School, you have a better idea of where you would like to head in your future career.

1. Do not rush the process. We have timelines for you to meet, but these are important choices for you to make, so choose carefully.
2. This is your program, not your friends. Choose the best options for you. You are the one who has to study each elective at least three periods a week for a semester.
3. Do not be influenced by what students tell you about an elective. Find out for yourself. Ask your current teacher to explain an elective, or seek the teacher listed as the contact for more information.
4. Some electives involve additional costs. These are listed in the handbook. Take these into consideration when making final decisions.
5. Do not choose electives because of the name or title. Once again, find out as much as you can about each elective that interests you. Speak to the staff involved.
6. Do not choose a unit because of who you think the teacher will be. Staffing has not been finalised, so we do not know at this point who will be teaching which electives.
7. In the handbook, there are pathways shown that indicate to you where studying each elective may take you in your future studies. These are guides to consider.
8. Students will meet with a Middle School coordinator to finalise their selection.
9. In 2016, Lowanna College introduced the Lowanna Sports Academy (Formally known as SEP). There is some information in this handbook and students interested will receive more information later.

The Process in Selecting a Course

1. Read this handbook so you are aware of the options and choices available.
2. Hint: As you read the handbook, place a line through those units you definitely would not consider. Keep the rest open at this stage. This will make it easier for you to refer back to the handbook when making your final selections.
3. Seek advice from the teachers listed as a contact to gain more information about electives you are interested in.
4. Speak to one of the Middle School coordinators if you are having trouble understanding the process, or if you have some questions.
5. Complete the Subject Selection Sheet listing your preferences. The sheet is designed to assist you in making the correct choices. When you reach your free choices (Numbers 9 -12), list them in order of preference.
6. Please also list additional choices (Numbers 13-15) of electives that you would be prepared to include if one or more of your initial choices is unavailable. Do these in order.
7. You will be advised later if for some reason there is an issue with your course.
8. Please be involved. This is important. We are here to help you make the best selections. Good luck.



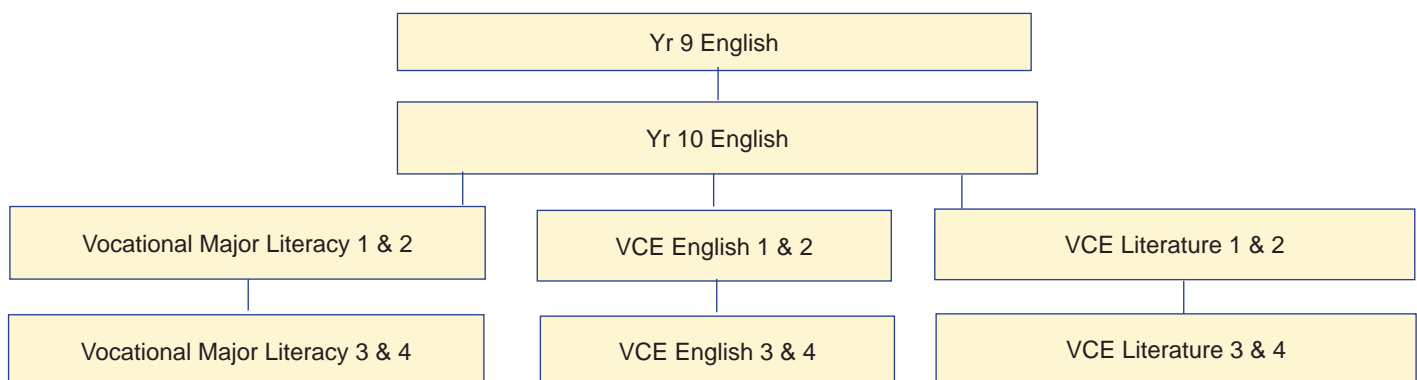
Students must complete two semester units of English in Year 9

English

English is designed to meet the needs of the majority of students in Middle School. These units focus on a range of texts and involve students in extending their language and communication skills through developing their abilities in reading, writing, listening and speaking.



Pathway Options



Mathematics

The Mathematics Strands

The Mathematics strands are: Number & Algebra; Measurement and Geometry; and Statistics & Probability', as per the Victorian Curriculum.

General information

Students must complete two semesters of Maths in Year 9.

Year 9 Mathematics

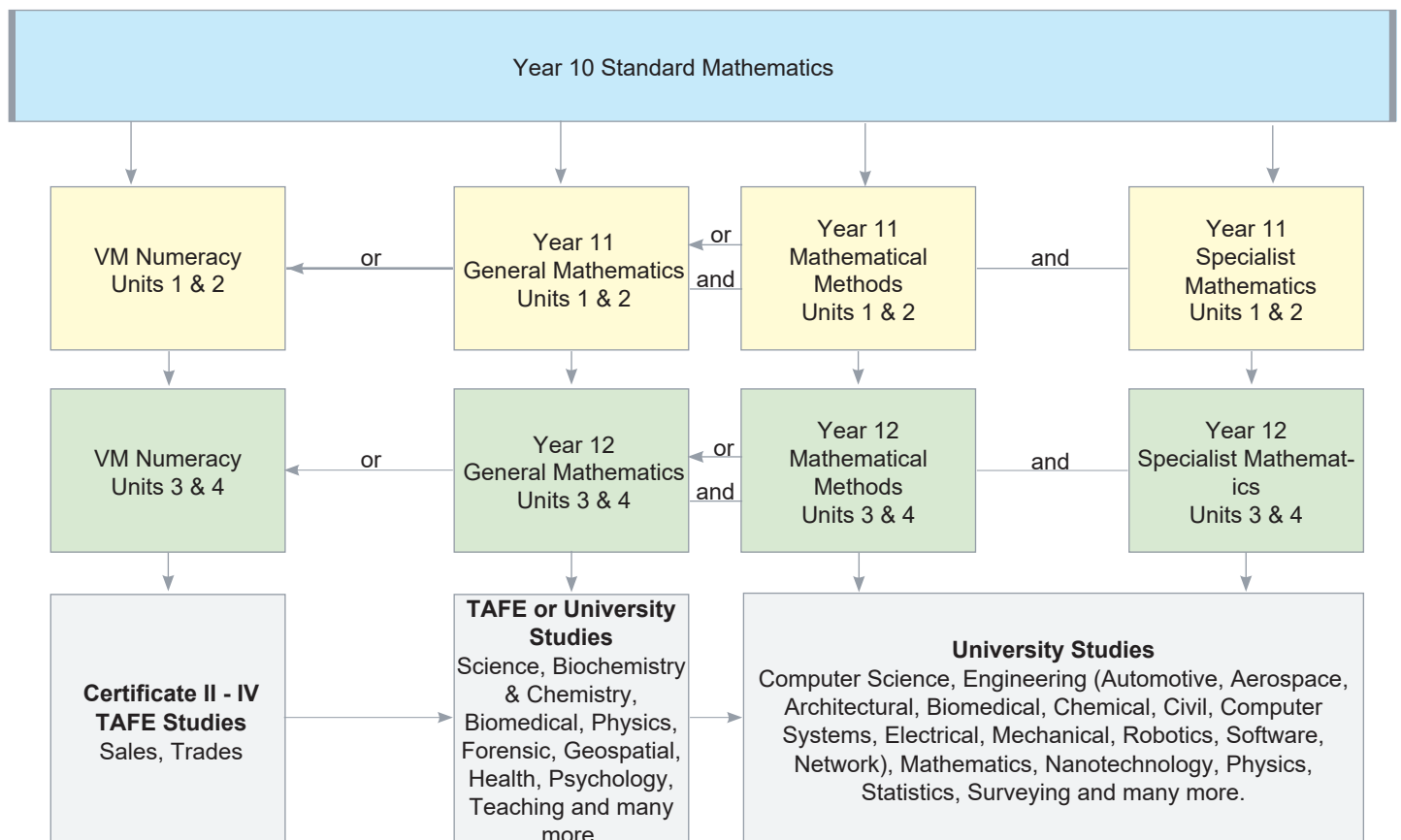
Year 9 Mathematics curriculum at Lowanna will expand and build upon students' previous knowledge as they begin to explore more complex mathematical concepts across the Victorian Curriculum strands: 'Number and Algebra', 'Measurement and Geometry', and 'Statistics and Probability'. Classes are organised to enable teachers to readily meet the learning needs of their students and target the instruction of their lessons accordingly. This design will prepare students with mathematical skills for their future as they move into either academic or vocational pathways.



Mathematics Pathways

The flow diagram below shows the possible pathways available to students in their choice of Mathematics.

- The solid vertical arrows indicate the sequence and direction normally taken.
- The solid diagonal arrows offer a possible alternative pathway for students in Mathematics.
- The dashed arrows indicate a possible sequence which requires extra preparatory work and must be approved by the Numeracy Specialist in conjunction with the current Mathematics teacher.



Core Humanities

In Year 9, all students will be required to complete a compulsory year of Humanities. This unit is made up of a History, Economics and Civics course as outlined in the Victorian Curriculum.

The History section is about the Making of the Modern World, which includes Australia's history from 1750 to 1918, the Geography section is about themes of interconnection relating to Australia and the World. Economics is a focus on consumer and financial literacy and work as well as work futures. For civics, students look at Australia's system of government and key principles of Australia's legal justice system.

Humanities Electives

In addition to the above requirements, students can also choose to do additional electives from any one of the following subjects:

Australian Studies

In this unit students will have the opportunity to look at Australia through a different lens. This will include area of History not presently taught in their core Hums, along with areas of Geography that may inform us of our development as a nation. Students will learn about:

- Indigenous history including pre-European colonisation
- Bushrangers and the Gold Rushes
- Exploration and Expansion
- Australia at war
- Daily life throughout the 20th century
- The formation of our country, and megafauna
- Tourism

The Environment Under Threat

This unit will introduce students to how the world will be affected if we do not make changes soon - whether personally, corporately, or governmentally.

Topics will include climate change, energy "crisis", failing food systems and soil degradation, just to name a few. We will look at the causes and solutions to climate change and how it not only affects the planet but humanity.

Despots, Dictators and Democracy

In this subject, students will look at the lives of some of the lesser-known leaders of World War II, such as Field Marshal Montgomery, Lav Beria and John Curtin. In the second part of the course, students will chose a leader

from the latter part of the 20th Century to research. Topics for them to research and complete a biographical essay on could include, but are not limited to Rosa Parks, Nelson Mandela, PolPot, Charles Perkins, and John Fitzgerald Kennedy. This subject is designed to improve students' research and writing skills, including their vocabulary.

History Through Film

In this unit students will have the opportunity to explore the different perspectives of history through an exploration of film texts. A range of carefully selected movies will be used to introduce, explore, and trigger the curiosity of students to several events throughout the Modern History period. Students will then research these events to better understand their causes and effects on that time and their legacy today.

Humanities Pathways

Middle School Subjects

- Core Humanities
- Freeks and Geeks

- History through Film

- Introduction to Law

- Small Business Accounting & Management

VCE Level 1 & 2 Units

- History 1 & 2
- Sociology 1 & 2

- History 1 & 2

- Legal Studies 1 & 2

- Business Management 1 & 2
- Industry & Enterprise 1 & 2

VCE Level 3 & 4 Units

- History Revolutions 3 & 4
- Australian History 3 & 4
- Sociology 3 & 4

- History Revolutions 3 & 4
- Australian History 3 & 4

- Legal Studies 3 & 4

- Business Management 3 & 4
- Industry & Enterprise 3 & 4

Students are to do a minimum of two Core Science subjects - one each semester. Students may also select any of the additional electives.

Core Science

General Science

This unit covers the following topics:

- Chemistry - Matter and Chemical Reactions
- Nerves and Hormones
- Ecosystems
- Electricity and Magnetism
- Immune Systems

Science Electives

Forensic Science

This unit introduces students to the science of criminal investigation and is a hands-on subject applying scientific method to the real world. It develops skills in scientific methods and analysis used in obtaining evidence to prosecute criminals. Areas covered include trace evidence, fingerprints, blood, DNA, forensic anthropology and criminal profiling.

Introduction to Psychology

Psychology is the scientific study of behaviour and the mind. Students will be introduced to what Psychology is, how it is studied and a number of the different types of Psychology. They will learn about sports, clinical, forensic and educational Psychology. Psychology is a subject that will explain why you behave the way that you do and why others behave the way that they do.



Agriculture Studies

Students firstly learn about the major Agriculture Industries in Australia. They include:

- Dairy
- Beef
- Poultry
- Horticulture

This course has a large practical component, including the 'Cows Create Careers' project where students are required to raise dairy calves and research the Dairy Industry. Other projects include growing vegetables.

During the semester, the course covers a range of topics, such as:

- Weather and climate
- Agricultural areas of Australia
- Soil nutrients and soil types
- Comparison of the nutrients and methods in the production of grass, hay and silage
- Sustainable Farming
- Anatomy and Physiology of plants and animals.
- Animal and fowl diseases and the common methods of control

This unit is designed to give a broad overview of Agriculture and Horticulture in Australia with the intention of exposing students to areas of study they may wish to pursue into VCE, for example, Units 1-4 VCE Agricultural and Horticultural Studies.



Science Pathways



Health & Physical Education

All Year 9 students are expected to study the General Physical Education and Health all year. Students have the option to choose electives from below.

General Physical Education

Practical Physical Education units to be covered will be fitness and a mixture of set sports and class choice activities. Students will be involved in a range of additional learning activities including guest speakers and local excursions. **Students in the Sports Academy do not complete Year 9 General Physical Education.**

Health Education topics to be studied include:

- Drug Education
- Sexuality/Relationships
- Safety
- Nutrition
- Fitness

Health & Physical Education Electives

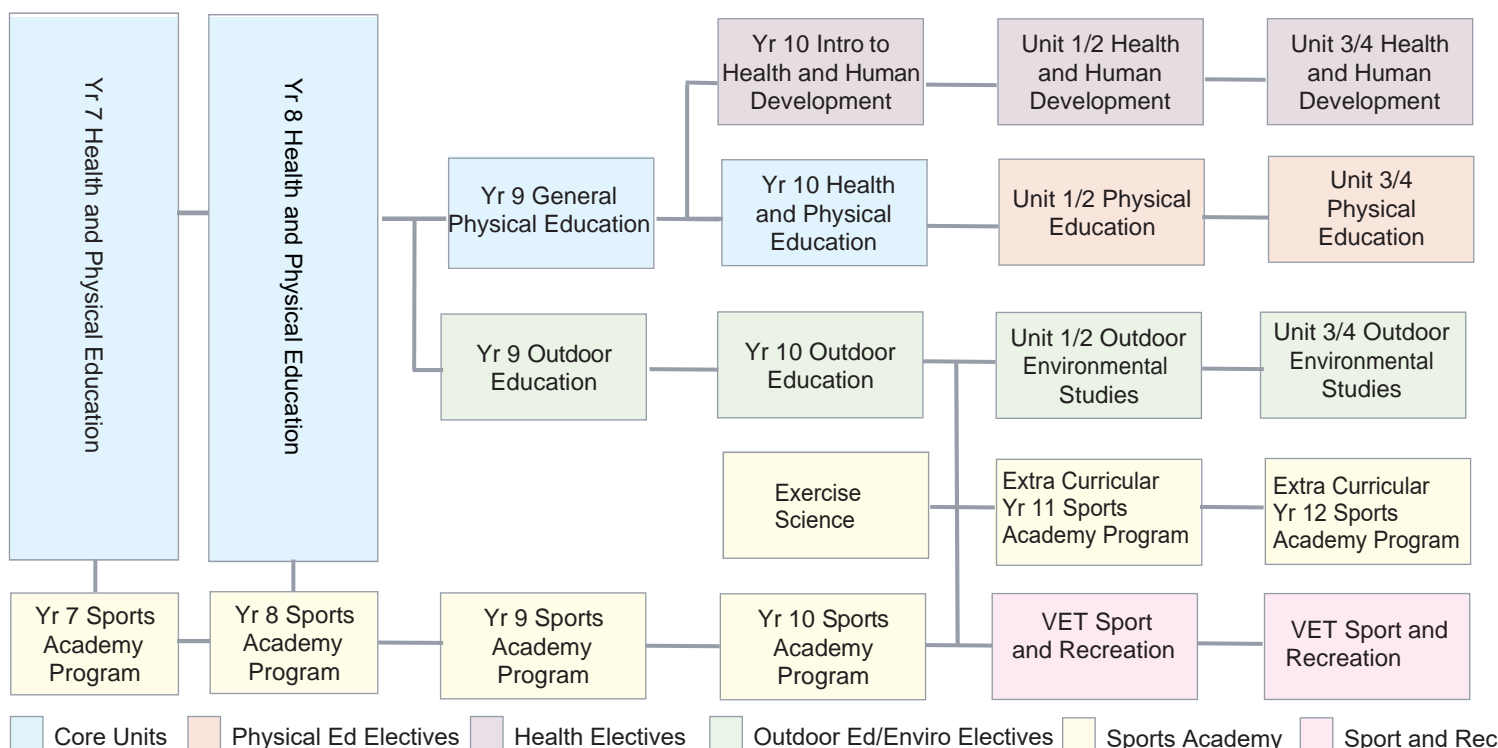
Outdoor and Environmental Recreation

Step outside the ordinary and into adventure!

This action-packed subject gives students the chance to learn by doing through a variety of fun, challenging and hands-on activities. Whether you're climbing, trampolining, cycling, navigating, cooking outdoors or working as a team, this course builds real-world skills and confidence in an exciting and supportive environment.

Outdoor and Environmental Recreation gives students a taste of outdoor adventure, while achieving personal growth and boosting essential life skills. This course is perfect for students who enjoy being active, trying new things, and working with others. You'll develop confidence, resilience and responsibility — qualities that are useful in any pathway you choose. This subject is the ideal introduction to Year 10 Outdoor and Environmental Education and leads directly into VCE Outdoor and Environmental Studies (Units 1–4). It lays the groundwork for further studies and even future careers in outdoor education, recreation, emergency services, environmental science and tourism.

Pathways for Health & Physical Education



Career Pathways:

VCE-VM: Sports Coach, Sports Instructor, Retail Sales, Community Coach, Community Recreation

VET: Sports Admin, Development Officer, Events Coordinator, Camp Instructor, Fitness/Personal Trainer

VCE/Tertiary: Sports Admin, Teaching/Coaching, Physiotherapy, Occupational Therapist, Exercise Physiologist, Scientist

Lowanna Sports Academy

Lowanna Sports Academy

Lowanna College is offering students to be a part of the Sports Academy. This is a fully integrated academic and sporting program for students, specialising in AFL Boys, Basketball, AFL Girls, Netball and Soccer. At years 9 and 10, the classes are split into boys and girls only classes. The program will be conducted by Mr Chandler, Mr Santo, Mr Swinley, Mr Bailey and Mrs Gardiner.

The program aims:

- To provide diverse sporting and career pathways to meet student needs and develop their potential.
- To provide students who want to optimise their education with a balance of sport and academics.
- To develop strong partnerships with peak sporting organisations and related sports industries.
- To promote a 'culture of excellence' with a focus on academic, personal and sporting development.

Some of the topics covered as part of the program include: Individual/team skill coaching, fitness testing, skill and game analysis, game strategies, individual skill practice and development, individualised strength and conditioning, coaching and umpiring, sports injuries and rehabilitation, nutrition for sports performance and recovery and fitness training methods.

The Year 9 theoretical part of the program aims to increase students prior knowledge in preparation for VCE PE and VET Sport and Recreation Certificate III.

This program will incur a fee of **\$450 (under review for 2026)**. Due to the complexity of the timetable and the selection process, interested students and families are encouraged to seek further information from Mr. Allan Chandler.



Knowledge of a foreign language can open doors to a wide range of employment opportunities in areas of business, teaching, government, tourism, travel, hospitality, translating and interpreting, automotive, medicine, engineering and journalism.

Whatever, level of competence is attained, there are benefits to be gained from learning a language, such as:

- Enhancing literacy skills of ALL learners
- Building confidence
- Encouraging cultural awareness, tolerance and understanding
- Teaching students to be thinkers and problem-solvers
- Enhancing future job opportunities as well as expanding life opportunities and experiences

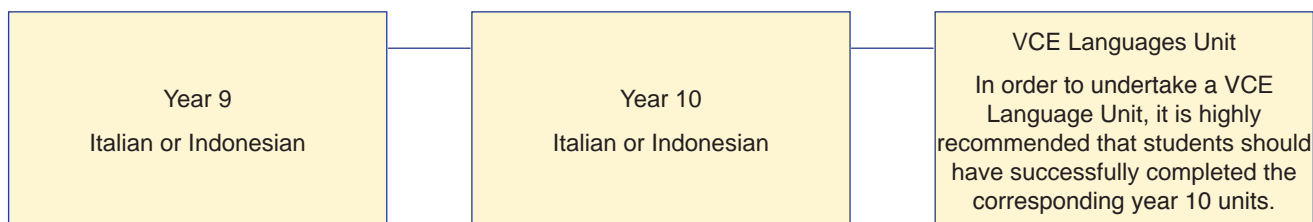
Lowanna College offers two languages through to VCE: Italian and Indonesian

Students may choose to study a Language as a prerequisite for VCE Language studies or they may simply enjoy their study of Languages in Year 9 and/or Year 10. A benefit of selecting a Language in VCE is that it adds bonus points to their ATAR score (see your Language teacher and careers adviser for more information). Students studying a language have the opportunity to participate in excursions, locally and in the metropolitan area, exchanges and overseas trips.

Students who have demonstrated their skills in a language and/or are interested in continuing their Language studies should discuss their options with their Language teacher.

Pathways to VCE

Students in Year 8 are encouraged to continue their studies in languages as a year 9 student. Students in Year 8 who wish to continue their studies to VCE should choose Italian or Indonesian in their year 9 program. **In Year 9, Language units must be selected for both semesters.** Please read the information and description for each unit before making your selection.



Students who have demonstrated their skills in language study and/or are interested in continuing their Language studies should discuss their options with their language teachers and careers advisor.

Year 9 Italian

Students will study aspects of the Italian language and culture. Emphasis will be placed on developing students' writing, reading, listening and speaking skills in Italian. More emphasis will be placed on grammatical concepts and communicative tasks in the language. Students will have the opportunity to participate in the Dante Alighieri Poetry Competition in Melbourne.

Please note that Year 8 Italian is a prerequisite for this unit.

Year 9 Indonesian

Students will study aspects of the Indonesian language and culture. Emphasis will be placed on developing their writing, reading, listening and speaking skills in Indonesian. More emphasis will be placed on grammatical concepts and communicative tasks in this language. Students will have the opportunity to participate in excursions.

Please note that Year 8 Indonesian is a prerequisite for this unit.



Technology - Food

At least one unit per year of any Technology unit is compulsory in your Middle School course for year 9.

All Technology units require students to complete and satisfactorily pass 3 learning tasks, research tasks, design folios and evaluation activities.

Yr 9 Food & Health

This unit includes both practical and theoretical components.

Student will develop their knowledge and skills by learning how to use current healthy eating models to research and design nutritionally balanced meal solutions that incorporate healthy cooking processes and ingredients. They will prepare a range of dishes suitable for breakfast, lunch, dinner and snacks.

Students will also study how to adapt meals for special dietary needs. A range of common assessment tasks will be used for students to complete for assessment of this unit.



Yr 9 Food for Health

This unit includes both practical and theoretical components.

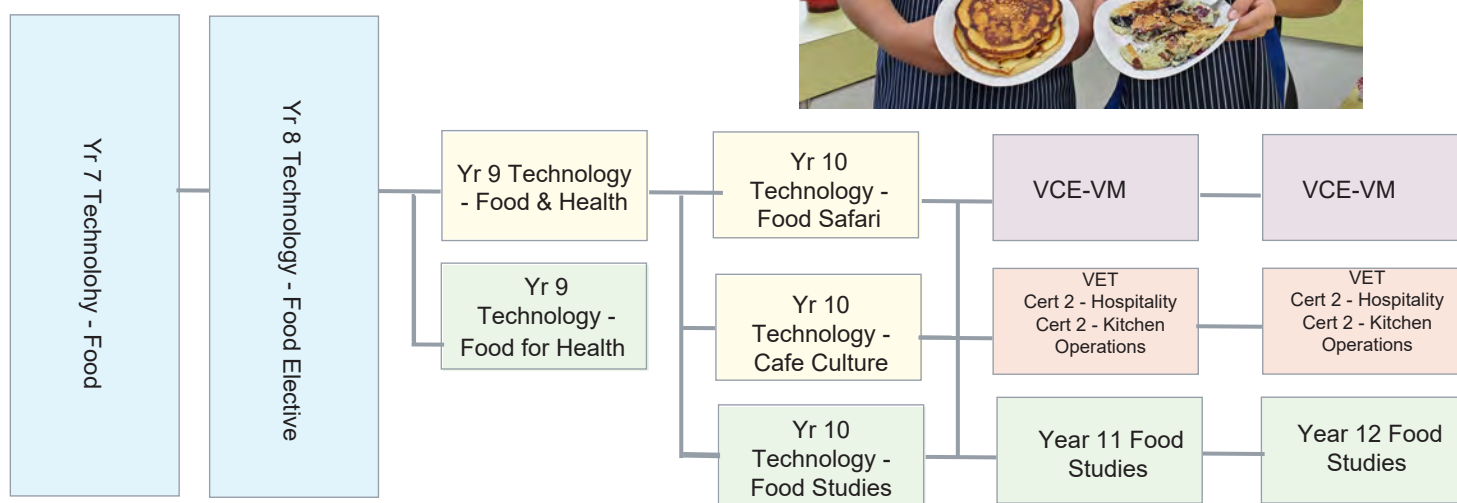
Students will learn fundamental cooking techniques and processes, this will allow them to prepare a wide range of dishes.

The focus of this unit is from paddock to plate, packaging and labelling requirements and how technological developments can make kitchen operations more efficient.

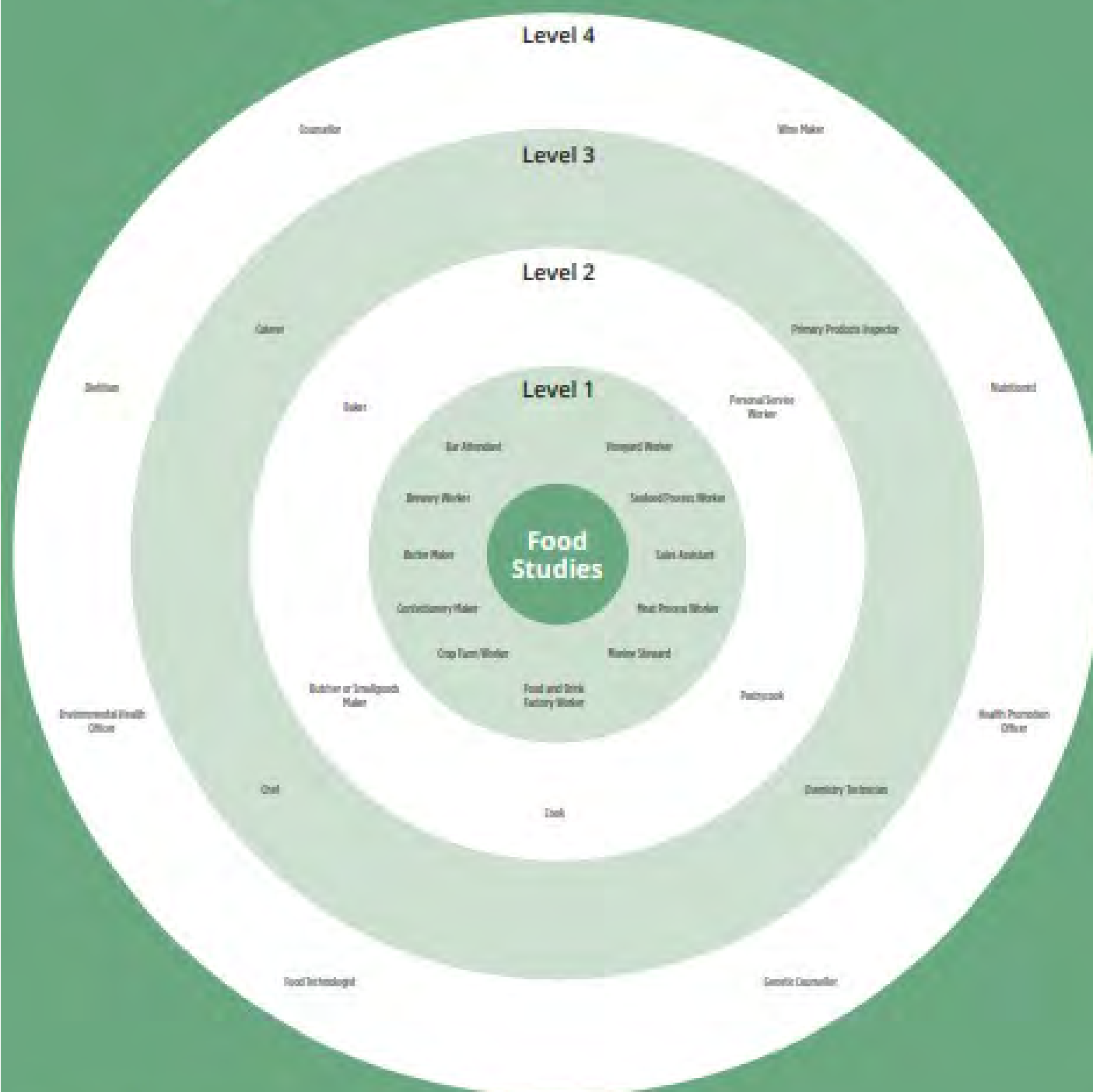
A range of common assessment tasks will be completed for assessment of this unit.



Pathways for Food Technology



Do you enjoy or are you good at **Food Studies**?



Training levels and requirements

Level 1

Usually has a skill level equal to the completion of Year 10, a Senior Secondary Certificate of Education, Certificate I or II, Australian Apprenticeships may be offered at this level.

Level 2

Usually has a skill level equal to a Certificate III or IV, or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

Level 3

Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE's or Registered Training Organisations. Some universities offer studies at this level.

Level 4

Usually requires a level of skill equal to a Bachelor Degree or higher qualification. Study is often undertaken at a university.

This chart shows a selection of occupations that have some relation to the subject of **Food Studies**. The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information, visit:
www.myfuture.edu.au

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Technology - Materials

Yr 9 Technology - Automotive

This unit is designed to teach students on the differing operational principles of the internal combustion engine, including the two and four stroke engines. They will develop an understanding of the specific systems required in their operation. Students will develop skills using industry specific tools and equipment. Students will study individual systems taking into account their applications within an internal combustion engine plant. They will learn relevant safety and maintenance procedures associated with the subject matter.

Yr 9 Technology - Woodwork

Students will be introduced to a variety of processes, techniques and equipment to produce a project made primarily of timber. The students will be encouraged to work as individuals and to co-operate in team situations. OH&S relating to workshop safety will be observed at all times and students will be constantly monitored. Students will be required to maintain a design folio which will contain design techniques, research assignments, evaluation techniques and the maintenance of a diary. Strong emphasis on electronic media will be encouraged to complete sections of the design folio.

Yr 9 Technology - Metalwork

In this unit, students will learn and use a variety of processes and equipment to make projects to progress students through the skills and knowledge of materials and processes. Students will work individually and in teams to create systematic approaches for generating design options. Students must complete multiple design portfolios including evaluation of each of the produced models. A series of worksheets must be completed as well as the completion of an investigation into the design of a project using ICT resources.



Yr 9 Technology - Systems

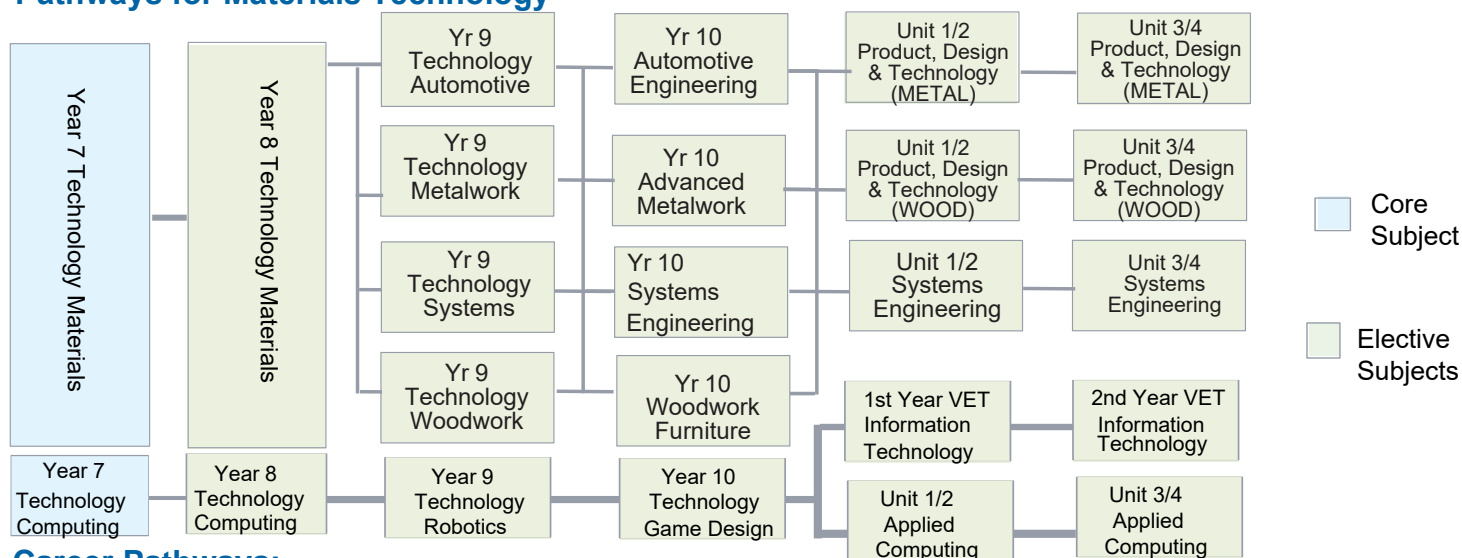
Students will be exposed to the Arduino microcontroller where they will need to create various types of circuits using LCD screens, sensors, motors, LED's, buttons, buzzers to name a few. The real benefit of Arduino is learning a coding language to be able to program the microcontroller to perform certain tasks. This is the basics of real automation in any context such as robots or manufacturing systems.

Yr 9 Computing - Robotics

Students will consolidate and extend teamwork, problem solving and Python Programming skills utilising programmable robots. Students will be introduced to requirements analysis and modeling through hands on activities.



Pathways for Materials Technology



Career Pathways:

Tech Automotive: Mechanic, Diesel Mechanic, Small engine mechanic, Auto Electrician, Aeronautical engineer, Race engineer

Tech Systems: Electrician, Electrical Engineering, Automation, Transport, Renewable Energies, Mechatronics, Telecommunications, Control systems

Tech Metalwork: Metalworker, Boiler maker, Specialist welder, Panel Beater, Fitter and Turner, Metal fabricator, CNC Production

Tech Woodwork: Carpenter, Cabinet Maker, Shop Fitter, Builder, Pattern Maker

Computing: Game Developer, Programmer, Cyber Security Analyst, IT Support Technician, Network Administrator, Data Analyst, Digital Media Designer

Lowanna Institute of the Arts (LIA)

Lowanna Institute of the Arts

In 2026, the college will be offering a new program, the Lowanna Institute of the Arts. This program will be available to Year 9 and 10 students in 2026. The mission of the Lowanna Institute of the Arts (LIA) is to ignite and nurture creative passion and artistic excellence among students by offering a dynamic, interdisciplinary program that bridges **visual arts, music and drama**. The LIA Program is all about fostering leadership, collaboration and excellence in the arts. It integrates visual, performing and dramatic arts into a dynamic, collaborative learning environment. Through rigorous, merit-based training and engagement with the local community, students are empowered to refine their skills, express their creativity and develop leadership qualities.

Students are required to submit an application and audition for entry into the program.

Students will participate in their skills based areas for 2 periods per week and work collaboratively together for community and school projects for the other 2 periods.

LIA prepares students for long-term success, grounding them in academic rigor while encouraging passion for lifelong learning and artistic innovation.

Students who are part of the LIA program will be charged an annual fee to be part of the program. The annual fee will include incursions and excursions to support their learning in the arts. Fees for 2026 are as follows:

Art/Drama - \$150

Music (includes instrumental lessons) - \$250



Year 9 & 10 Music Performance and Composition

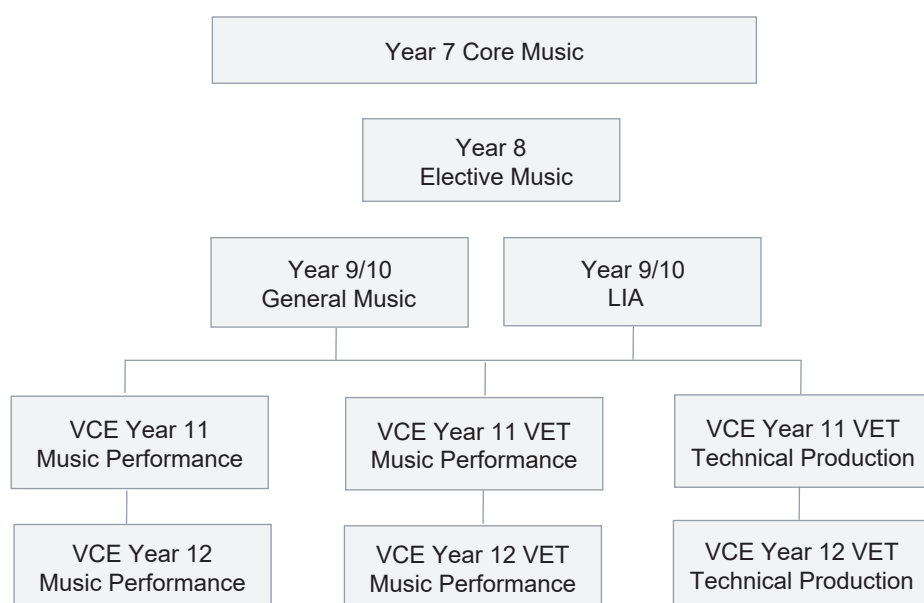
This should be viewed as a two year subject; Year 9 = Year 1 and Year 10 = Year 2. This subject is focused on a general music access model. This subject is designed to allow students to develop their musical appreciation skills, instrumental skills, composition and music technology skills. Students will develop skill in basic music theory and performance, as well as exploring music technology through composing with software, basic PA operation and recording and lighting operations.

Students will be expected to participate in class band and learn instrumental techniques required to present a range of selected songs in a range of styles. Performance students can choose their own instrument to play in class band. All students will be expected to perform in end of semester and end of year concerts and soirees. Students will explore music creativity through composition, demonstrating their understanding of theoretical and stylistic characteristics of selected styles. All original compositions will be performed on instruments or using software. Students will be able to record their compositions, class band or small group using the recording facilities at the College. There is no pre-requisite for the study as its aim is a general overview which will prepare students for further study in VCE or VET Music.



Pathways for Music

The completion of any of the selected VCE subjects lead on to the University and Job list below.



University Studies
 Monash University,
 Melbourne University,
 Ballarat Academy of
 Performing Arts (BAPA),
 West Australian Academy
 of Performing Arts
 (WAAPA), TAFE, Collarts,
 National Academy of
 Music, Australian Institute
 of Music (AIM), JMC and
 College of Audio
 Engineering

Jobs
 Artist Management,
 Recording Studio Engineer,
 Visual Artist, Videographer,
 Performer, Production
 Services and Education

At least one unit is recommended to be chosen in your Middle School course for Year 9

- In all Arts units, students will be expected to maintain a workbook and to complete a research project.
- Please note that all items on the book list are essential (unless listed as optional) and contribute to a successful outcome in Art courses.
- Photography students and parents should note that they will be required to work in a number of locations including the darkroom, inside and outside the classroom where sometimes they will not be under direct teacher supervision. Students will be expected to behave according to school guidelines as set down in the Student Code of Conduct.

Art Ceramics

In Year 9 Ceramics, students will explore a variety of hand building techniques, including slab, coil, slumping, modelling, hollowing and slip casting. Through these methods, they will create a tile, mug and architectural sculpture, with an emphasis on thoughtful planning, design and craftsmanship. Students will develop their skills in shaping clay, understanding texture, and constructing functional and sculptural pieces, while gaining a deeper understanding of the creative process from concept to completion. This course encourages creativity, critical thinking and personal expression through ceramic artmaking. This course gives students foundational skills and knowledge required for VCE Art Creative Practice.

Art Visual Communication & Design

In this unit students will explore the language of Visual Literacy through the use of the Design Elements and Principles. Students will develop skills in two and three-dimensional drawing, incorporating the use of ICT where possible, to produce final outcomes in

the fields of Communication, Information and Environmental Design. Students will be provided with the opportunity to work to a design brief and they will be encouraged to use the design process as a way of evaluating their design ideas and solutions.

This course gives students skills and knowledge for Year 10 Visual Design and VCE Visual Communication and Design.

Art Photography

This unit is an introduction to black and white photography and includes understanding the camera, processing films, printing and presentation of photos. Students wishing to take this unit are directed to the note on the top of this page concerning photography. Research will focus on photographic skills, studying renowned photographers and their work and the history of photography.

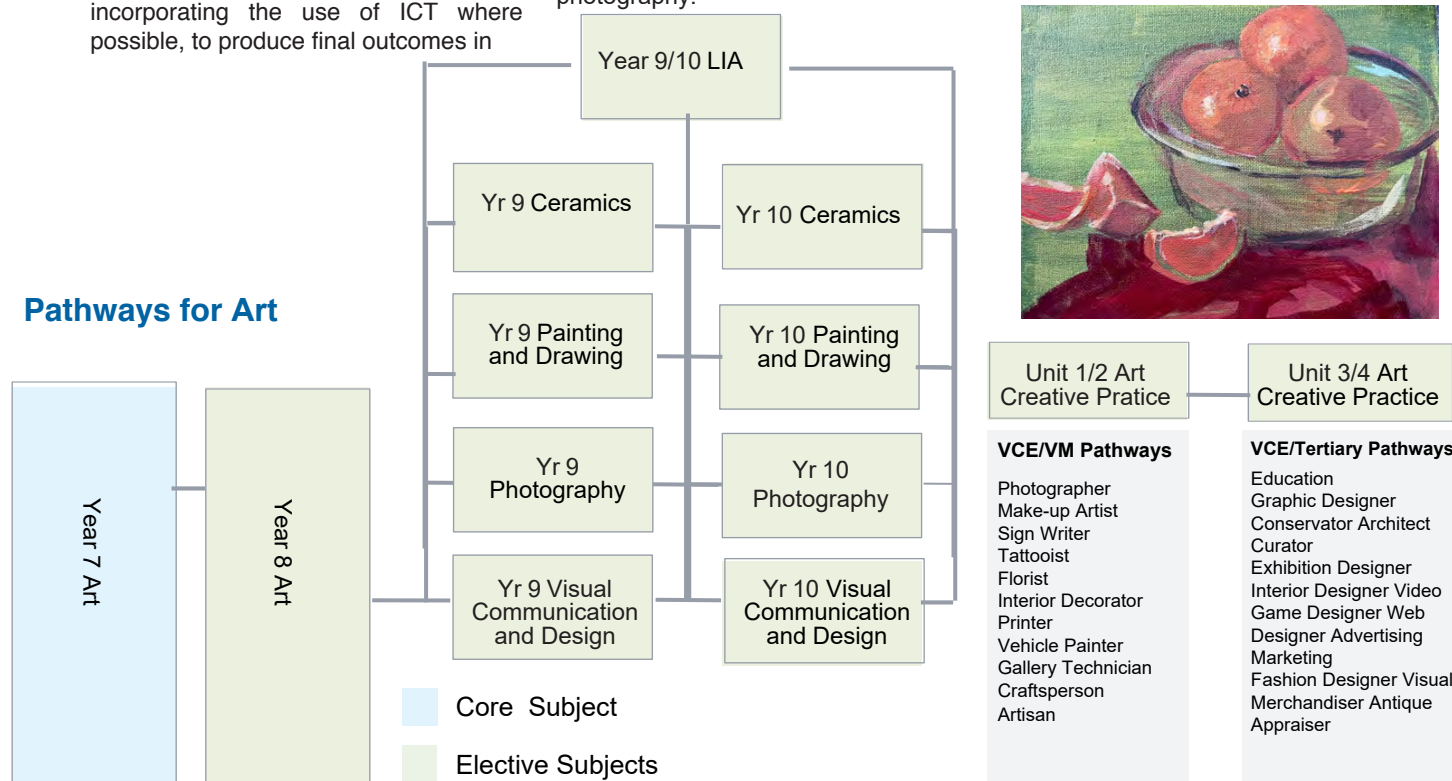
This course gives students foundation skill and knowledge required for year 10 advanced photography and digital photography.

Painting and Drawing

This course is designed to build students technical skill and knowledge in the more traditional art styles. Students will experiment with a range of painting and drawing methods and develop compositional skills in arranging the Art Elements and Principles. Students will work on a range of topics such as Still Life, Portraiture and Landscape. Emphasis will be on visual analysis and practical interpretation of a range of artistic styles. This course will allow students to develop a sound understanding of the aesthetic characteristics associated with each of the art movements. This course gives students foundational skills and knowledge required for VCE Art Creative Practice.



Pathways for Art



In this semester-based elective, students engage in deeper exploration of dramatic styles, performance conventions, and ensemble practice. They develop and refine expressive and performance skills through improvisation, scripted performance, and the creation of original theatre. Students examine how drama communicates complex ideas, perspectives and social commentary across cultures and contexts. Emphasis is placed on independent creative development, critical reflection and collaboration. Students explore a range of theatrical forms and consider the role of design, audience and intent in shaping dramatic meaning.

Year 9 & 10 Drama

Assessment 1 – Devised Performance Project

Students work collaboratively to develop and perform an original dramatic piece exploring a social, political or cultural issue. This includes documentation of the creative process and reflection on thematic development. Rubric based assessment.

Assessment 2 – Style-Based Scripted Performance

Students interpret and perform a published scene or monologue in a selected theatrical style, focusing on expressive skills, characterisation and design elements. Rubric based assessment.

Assessment 3 – Analytical Drama Journal

Students maintain a reflective journal throughout the semester that includes analysis of their own work, peer feedback, research on drama styles and evaluation of dramatic choices using appropriate terminology. Rubric based assessment.

Future Pathways

Year 9/10 Drama builds essential skills in communication, collaboration and critical thinking that benefit all subject areas, especially English and Humanities. Students refine their oral literacy, vocabulary and expressive writing through script work and performance reflection. The course also lays a foundation for further study for the LIA program at Middle School. Beyond school, students develop presentation skills valuable in careers such as teaching, law, marketing, performance and media production.

Drama empowers students to become confident, articulate individuals capable of working creatively with others. This course could also possibly build towards VCE Drama in the future.

