

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. The Middle School team is shown below on this page.
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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Middle School Co-ordination Team



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Middle School Leader



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Year 9 Coordinator



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Year 10 Coordinator



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Student Support Officer

The Year 9 Program

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.

For each Key Learning Area, this means:

English

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

Mathematics

Like English, students will study Mathematics in both semesters.

Science

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

Health/PE

Students will study a compulsory Health/PE unit. Boys and girls are in separate classes. Students can elect to undertake more units in this area as well.

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.

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. A Middle School coordinator will meet with you to check your selection
8. Submit your selection sheet to the Middle School Office by the due date.
9. You will be advised later if for some reason there is an issue with your course.
10. Please be involved. This is important. We are here to help you make the best selections. Good luck.



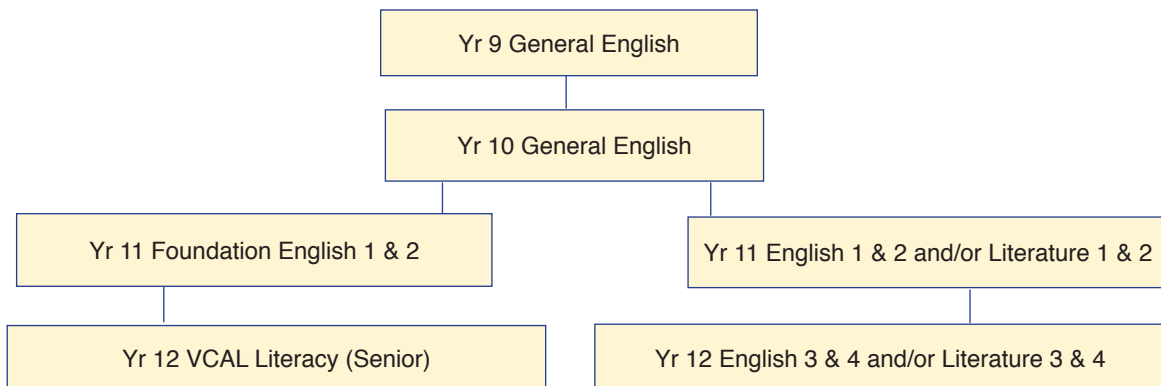
Students must complete two semester units of English in Year 9

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



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

In Year 9 Maths, students will develop their familiarity with a range of non-linear and linear functions and relations, and related algebra and graphs. Students will explore index laws and use indices to express very large and very small numbers in scientific notation and apply this in measurement contexts. Students will solve problems involving direct proportion and rates, and simple interest. They will further explore the Cartesian plane, and the midpoint and gradient of a line segment joining two points. Students will learn how to graph linear relations and solve linear equations, using tables of values,

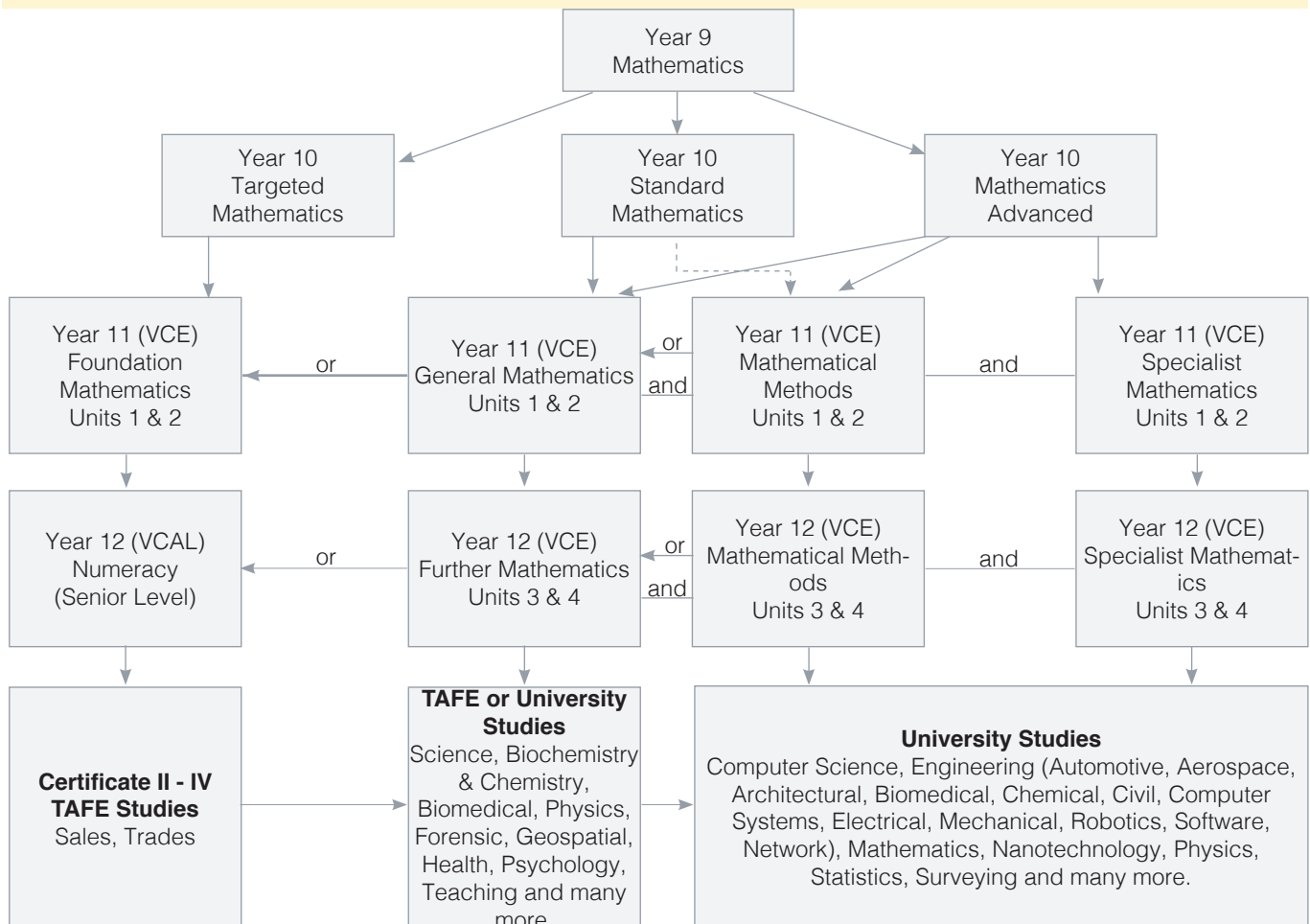
graphs and algebra. Students will study how to find areas of composite shapes and the surface area and volumes of right prisms and cylinders. Students will learn to apply geometric reasoning to solve problems involving ratios and scale factors. They will learn to use Pythagoras' theorem and trigonometry. Students list outcomes for two-step experiments involving selections with and without replacement, using arrays and tree diagrams, and determine related probabilities. They will use Venn diagrams and two-way tables to calculate probabilities. Students will learn how to identify issues and

questions involving categorical and numerical data, use back-to-back stem-plots and histograms to describe and compare the distribution of data in terms of location (centre), spread and symmetry or skew.

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, Geography, 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:

History Unit

Australian History (9HHAS)

In this unit, students will have the opportunity to study Australian Histories that are not currently offered in the core subject. Students will learn about:

- Indigenous History including pre-colonisation
- Bushrangers
- Gold Rushes
- Expansion and Exploration
- Vietnam Wars
- Australian conflicts and involvement in War.

Geography Unit

The Environment Under Threat (9HGEN)

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.

Economics Unit

You and Your Money (9HEYM)

This unit introduces students to the world of money. You will learn how to keep track of it, how to spend wisely and how to make money grow. The unit will cover areas including personal finances, budgeting, the best ways to avoid debt traps, the different options for investments and other issues to do with financial management. This unit will teach you financial literacy skills which will help you with financial management.

Humanities Pathways

Middle School Subjects

- Core Humanities

- Australian History
- Despots, Dictators & Democracy

- The Environment Under Threat
- Introduction to Law

- You & Your Money
- Small Business Accounting & Management

VCE Level 1 & 2 Units

- History 1 & 2
- Geography 1 & 2

- History 1 & 2

- Geography 1 & 2
- Legal Studies 1 & 2

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

VCE Level 3 & 4 Units

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

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

- Geography 3 & 4
- Legal Studies 3 & 4

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

This unit is excellent preparation for VCE Accounting and Economics.

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 (9SGS1)

This unit covers the following topics:

- Chemistry - Matter
- Nerves and Hormones
- Ecosystems
- Chemistry - Chemical Reactions
- Energy
- Earth Science

Science Electives

Forensic Science (9SFSC)

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 (9SPSY)

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 (9SAST)

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 Core Physical Education and Health unit in either semester 1 or 2.

General Physical & Health Education (9PPEG OR 9PPEB)

Practical Physical Education units to be covered will be fitness and a variety of set sports.

Health Education topics to be studied include:

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

Physical & Health Education Electives

Fun and Fitness(9P???)

Students will participate in fitness activities covering the following topics:

- Nutrition
- Training Programs
- A sports education

Outdoor and Environmental Recreation (9POE)

Students participate in a variety of school based activities which include team building, trust and initiative activities. This unique program at Lowanna College offers a broad range of recreational pursuits which may include a selection of the following activities:

- Knots & indoor rock climbing
- Navigation
- Bike education and road safety
- Camp cookery
- Preventing injuries and administering basic first aid

Activities involve an additional cost, totalling approximately \$100 for the semester. Practical activities are compulsory.

This subject is the preferred stepping stone towards Year 10 Outdoor and Environmental Education, and then VCE Outdoor and Environmental Studies Units 1-4.

* Important- Pre-selection into this subject is required. Students may be required to have an interview with Mr Scott.

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 in Years 7 to 12 specialising in the sports of AFL Boys, Basketball, AFL Girls, Netball and Soccer. The program will be conducted by Mr Chandler, Mr Santo, Mr Swinley and Miss Keegan.

Program aims:

- To provide diverse sporting and career pathways for students involved in the SEP to meet their needs and develop their potential.
- 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 focus on academic, personal and sporting development.

Some of the topics covered include: Individual/team skill coaching, fitness testing, skill & 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.

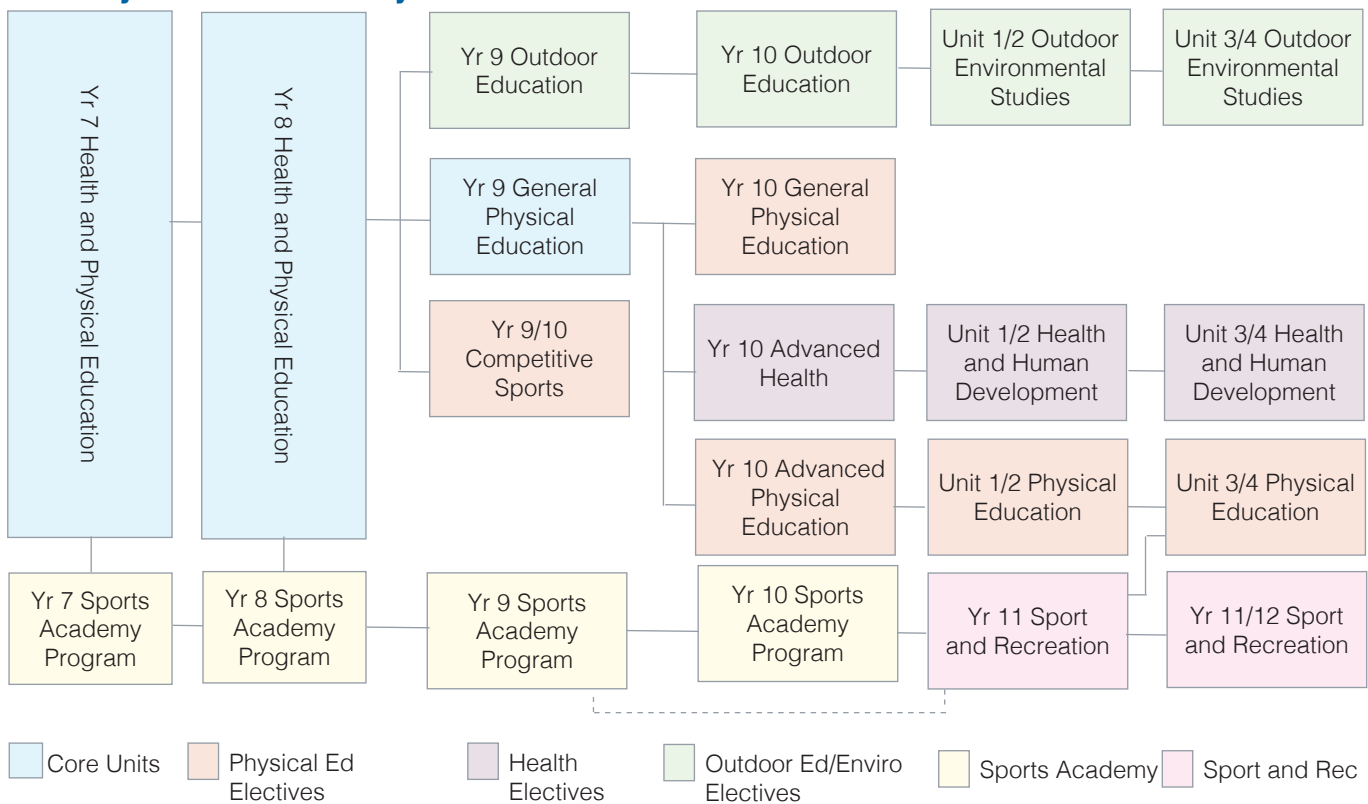
They Year 9 theoretical part of the program aims to increase the prior knowledge for both VCE PE and VET Sport and Recreation Certificate III.

This program will incur a fee \$300. Due to the complexity of the timetable and the selection process, interested students and families are encouraged to seek further information from Mr Chandler.





Pathways for Health & Physical Education



Career Pathways:

VCAL: 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/Coach, Physiotherapy, Occupational Therapist, Exercise Physiologist, Scientist

Music in the Middle School should be viewed as a 4 unit course of study over two years, however there are prerequisites for entry into this study at any level (except for VCE Unit 3 & 4).

This course covers Music Industry Skills, Class Band, Composing, Recording and Performing.

Students interested in developing skills and knowledge about music performance, song writing and industry skills can elect to pursue a course of study that is designed to sequentially build knowledge and understanding. The classes are based on themes with all performance content related to the theme; concerts are presented to the school and wider community. Students will be expected to develop musical literacy and numeracy and demonstrate a capacity to critically and creatively respond to a range of musical styles.

Students will study music appreciation, analysis of styles and genres, theory, composition, technical production and performance culminating in school based performance.

Composition is in the form of song writing where students have the opportunity to compose, arrange and record their work as part of the Kool Skools recording project. Kool Skools promotes, develops and supports a diverse range of talent and all genres of contemporary music writing and performance. Students are given the opportunity to work in a professional studio in Melbourne, recording their own material. Student will produce the artwork, photography, video and all the music as part of the project. Those who don't get to be a part of Kool Skools can still experience recording here at school.

This course will provide students with an entry to VET Music Technical Production, VET Music Performance or VCE Music Performance.

Year 9 and 10 students will complete Work Units in the following areas;

Song writing – students will learn how to manipulate musical elements and create a song of their own. Every music student from Year 9 to Year 12 has the option of auditioning to be a part of Kool Skools.

Kool Skools – students who have successfully auditioned their songs can be included in Kool Skools recording. Studio 52 in Melbourne provides students with the opportunity to record their works onto a professionally produced CD.

Class Band Ensemble – each year students from Year 9 – Year 12 prepare a selection of works based on a theme and present them in concert towards the end of semester 2.

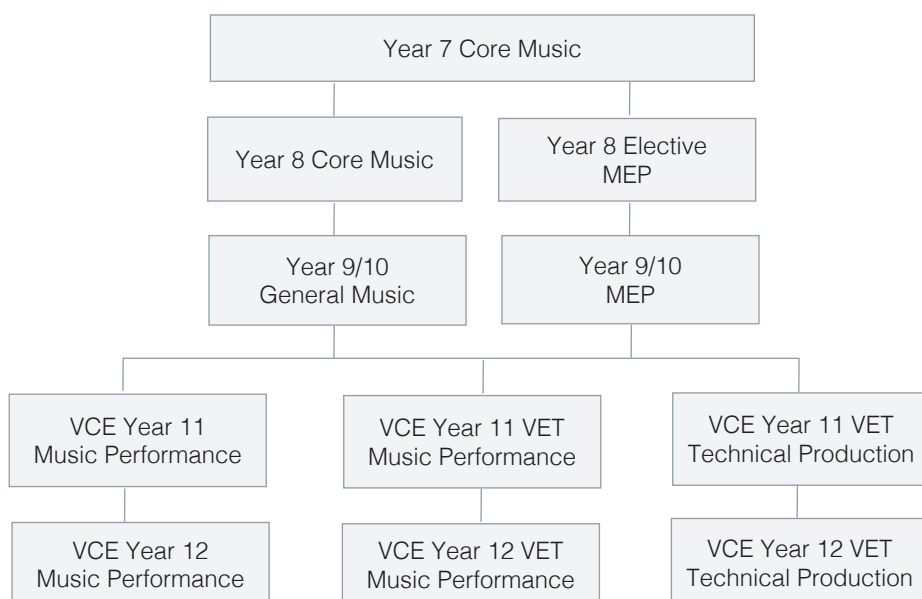
Music Prac – students will be encouraged to form small groups within class and prepare a range of music including covers of popular songs and their own compositions.

Theory and Composition – students will develop knowledge and understanding of theory and creative organisation of sound.

Music Industry – students will explore selected areas of the Music Industry including; stage set up, basic PA operation, set up and operation of lighting rig, basic management skills.

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

Music Excellence Program

The Lowanna Music Department in 2020 will be offering students an opportunity to complete an intensive Music Excellence Program. This program will cover performance, composition, music technology and theory and allow students to develop skills in solo and group performance settings.

Students studying the MEP program will have the option of completing a range of musical performance and theory exams such as AMEB as well as completing modules from Certificate II in Music through COSAMP.

Note; Students will be performing in both a solo and group setting.

The Solo component is designed to provide students with the opportunity to develop performance skills whilst performing solo. Solo students will need to prepare and present in a formal performance at least 2 solo pieces per semester and will be in a formal concert setting to be decided on by the music department staff.

The Group component is designed to provide students with the opportunity to develop performance skills whilst working in a group. Group students will be required to prepare and present at least 4 pieces per semester and this will be in a formal school concert setting.

Students who wish to be a part of the MEP must present for a short audition and interview with the music department staff.

The course is set out with four outcomes:

Outcome 1 – Performance

- Solo Performance and Group Performance

Outcome 2 – Performance Techniques

Outcome 3 – Theory, Aural and Analysis

Outcome 4 – Composition and Music Technology

MEP students will complete modules from Certificate II in Music Performance and this will be a pathway to VCE VET Music in Year 11 and 12.

Cost

A fee of \$300 will apply to students participating in the MEP program. It is planned that the students will have an excursion or incursion once a term and the fee will cover the basic costs incurred.

There is an expectation that students will have instrumental lessons as part of the extension program for MEP and part of the cost will cover sundry items required for this aspect of the course.

Year 9 & 10 Music Performance and Composition

This should be viewed a two year subject; Year 9= Year 1 and Year 10= Year 2 and 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 and 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 understanding of theoretical and stylistic characteristics of selected styles. All original composition 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 it's aim is a general overview which will prepare students for further study in VCE or VET Music.



“Language skills and cultural sensitivity will be the new currency of the coming world order and provide the keys to participation in a global economy.”

General Peter Cosgrove, 2008

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

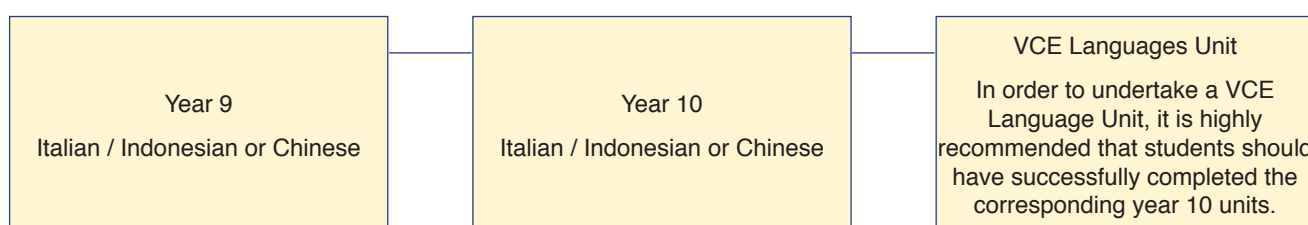
Lowanna College offers two languages through to VCE: Italian and Indonesian

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 (9LIT1/9LIT2)

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 (9LIN1/9LIN2)

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.**

Year 9 & 10 Introduction to Chinese (1LCH)

Students will study aspects of the Chinese language and culture. This unit aims to develop students' writing, reading, listening and speaking skills in Chinese. Emphasis will be placed on communicative tasks and language structures in the Chinese language. Students will have the opportunity to attend Chinese infusion programs and programs that are provided by the Confucius Institute. Students can prepare themselves in this level for the Sister School Program.



Technology

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

All Technology units require students to complete and satisfactorily pass 3 written work requirements – investigation, design and evaluation.

Food Studies

Year 9 Food & Health (9TFFH)

This unit includes both practical and theoretical components.

Students will prepare a range of dishes suitable for breakfast, lunch, dinner and snacks. Student will look at ways of balancing a busy lifestyle and incorporating healthy nutritious foods into their diets.

Students will use current healthy eating models to research and design nutritionally balanced meal solutions that incorporate quick cooking processes and time saving equipment and ingredients.

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

Year 9 Food Studies (9TFFS)

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.

Digital Technology

Coding and Gaming (9TICG)

This unit is an introduction to coding and programming principles. Students will revise the block scripting language of Abilix Chart, good ICT practices and understanding of how computers work. They learn the basics of HTML and web design then use Python and Unity to investigate, design and produce a variety of games and puzzles. These games and their applications will be trialled and evaluated. There will be a major project involving the presentation of a self-designed game, and its associated code. This class can be undertaken at both year 9 and year 10 and will involve rotating different tasks and activities every second year so that students can select it each year without doing the same task twice. It is beneficial for students to have their own laptop.

Automotive Technology

First Gear (9TAUT)

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.

Assessment will be based on the ability to diagnose individual system faults, practical participation, and completion of theory tasks.



Wood Technology

Beginning Wood (9TWBW)

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.

Intermediate Wood (9TWIW)

In this unit, students will use the technology process to design and manufacture a wooden project. For students continuing from Semester One, their project will become more complex. Using ICT to investigate solutions to a design problem, they will select and safely use appropriate tools and equipment to manufacture their project. All students will be required to work collaboratively to aid in the smooth production of their projects.

Metal Technology

Beginning Metal (9TMBM)

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.

Intermediate Metal (9TMIM)

Students will investigate and use a variety of metals and processes to complete at least two projects. These projects will vary and may be themed, design based or skill based. Students will individually and in teams investigate systematic and creative approaches for generating design options. Students will analyse and reflect on their design choice. Students must complete a written design folio including evaluation of the model they make. A series of worksheets must be completed as well as an investigation using some ICT resources.

Systems Technology

Electronics (9TSEL)

Develop your electronic skills by making an electronic kit and then apply the kit to building a project. For example, design and make a remote-control robot by assembling a robot base, add the motor, the gear boxes, wheels, and then make a remote control by soldering components and wiring. Students then design and make additional parts to the robot to perform a function like a robot claw or weapon.

Students will gain knowledge of the different types of electrical and electronic components, learn theories of electricity including voltage, current and resistance, electron theory and electrical circuits. Students will also learn theoretical knowledge about the devices they make.



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 Express (9AEXP)

This course will provide an opportunity for students to develop skills in self-expression and communication. A variety of tasks will be used to accommodate both independent and collaborative art work. Inspiration may be taken from a range of artist's however this course will focus on developing the students own personal style.

Painting and Drawing (9ADPG)

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 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 art movements.

This course gives students foundation skill and knowledge required for VCE Studio Arts.

Art Photography (9APHY)

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.

Art Ceramics (9ACER)

This course covers hand building and decorative techniques and processes. Interesting art works will be made using the coil, pinch and slab techniques. Students will use sgraffito, inlaying, stamping, marbling, slip trailing, slip casting and painting techniques and a range of media to enhance sculptures and ceramic objects. Students will respond to the Arts through researching a variety of ceramic artists and styles through history.

This course gives students skills and knowledge for year 10 sculpture and VCE Studio Art.

Art Visual Communication & Design (9AVCD)

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.

