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<td>MATHEMATICS</td>
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<td>MUSIC</td>
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<td>PHYSICAL EDUCATION</td>
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<td>40</td>
<td>SPORT</td>
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<td>41</td>
<td>SCIENCE</td>
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<td>45</td>
<td>VISUAL ARTS</td>
</tr>
</tbody>
</table>
WELCOME TO THE MIDDLE SCHOOL

In Fintona’s Middle School, we value and truly offer girls an all-round education.

We encourage our girls to develop responsibility for their own learning whilst at school and, ultimately, foster a life-long love of learning. We support each girl as she participates in the wide range of opportunities available to her in our Middle School - be they intellectual, social, artistic or sporting endeavours.

Our Middle School girls are dynamic individuals each with their own special talent. We recognise that they learn in diverse ways and at different rates. Our small class sizes encourage close interaction and genuine collaboration between the students and staff contributing to the School’s academic excellence.

The Middle School years are a time of many changes. At this stage of their lives - as our girls develop greater independence and reflect on who they are and where they belong - we recognise the importance of and strive to foster a strong sense of self-worth and belonging. The total wellbeing of our students is of prime importance to our staff and they work together to create a safe environment where each girl is valued and respected.

Fintona aims to support and nurture our Middle School girls, enhancing their ability to interact with their peers, to navigate social cues and to maintain friendships. Our inclusive environment allows girls to engage meaningfully in both school life and in the wider community. Many warm personal relationships develop during the girls’ Middle School years.

Moss House, the Middle School Centre, provides a space for all Middle School girls to interact, discover, inquire, be challenged and relax. The open spaces are designed for diversity and flexibility and the many activities undertaken in the house reflect the varied interests and talents of our students.

There is a variety of programs offered to students in Years 5 to 8. The purpose-designed Life Skills and Study Skills programs assist girls to develop the life-long skills and attitudes that they will need in the future. The Middle School Leadership Program and the Student Representative Council positions provide opportunities for students to take on roles of responsibility.

Our detailed transition programs allow each student to feel confident and comfortable as she moves from one year level to the next.

There are many camps and field trips to help relationship building and engender positive social skills.

Co-curricular activities provide opportunities for girls to experience and participate in a wide range of tasks, giving them confidence to broaden their friendships and reinforce their sense of belonging.

I welcome you into Fintona’s Middle School and trust that your daughter has a happy and prosperous time here.

Ms Trish Leigh
HEAD OF MIDDLE SCHOOL
Fintona’s school uniform is in the School colours of navy blue and gold and a detailed list of the Fintona uniform can be found in the School Diary. Uniform may be purchased new from:

**Bob Stewart**

201-211 High Street,
Kew 3101
P 9853 8492
www.bobstewart.com.au

Second-hand uniforms can be purchased from the Fintona Second Hand Uniform Shop, located at the front of the Margaret Cunningham Hall at Fintona. Opening hours for 2014 are Monday afternoons from 3 - 4pm. Please check the News Bulletin for any changes to these times.

An extensive list of rules pertaining to uniform and appearance may be found in the School Diary.

The proper wearing of the uniform is seen as very important as it is a reflection of pride in being a Fintonian and of an orderly and well behaved student cohort. Jewellery (apart from one set of plain gold or silver ear studs or sleepers), nail polish and make up, have no place at school. Students should ensure that their uniform is a suitable length i.e. knee length.

On excursions, camps or casual clothes days, which may be held from time to time as a fundraiser, students should wear suitable day clothes. They are not permitted to wear revealing clothes including micro shorts or skirts, low tops, or clothing with unsuitable writing, slogans or illustrations. Thongs should not be worn on any of these occasions, though they may be worn on some camps under instruction from staff running the camp.

All items of school uniform should be clearly named and kept in good order.

The summer uniform is worn during Terms 1 and 4; the winter uniform is worn during Terms 2 and 3. There is a two week changeover period for summer and winter uniform which occurs at the start of Term 2 and 4. Notification of any alteration to that schedule because of unusual weather will be given to parents.

Students must have their blazer with them at all times and may be required to wear them to Assembly and other special occasions. Students may not wear their jumpers as their outermost garment outside the school grounds.

Lost property can be collected from Student Services or the Sports Office. Items that have not been collected after one month will be donated to the Second Hand Uniform Shop. Please ensure all items of clothing are clearly named.

<table>
<thead>
<tr>
<th>SUMMER UNIFORM</th>
<th>WINTER UNIFORM</th>
<th>SPORT UNIFORM</th>
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</thead>
<tbody>
<tr>
<td>Blazer</td>
<td>Blazer</td>
<td>Sport polo</td>
</tr>
<tr>
<td>Dress</td>
<td>Skirt</td>
<td>Sport phorts</td>
</tr>
<tr>
<td>Knee high socks (White)</td>
<td>Blouse</td>
<td>Track pants</td>
</tr>
<tr>
<td>Pullover</td>
<td>Tie</td>
<td>Rugby top</td>
</tr>
<tr>
<td>Academic hat or Senior sun hat</td>
<td>Knee high socks or tights (Navy)</td>
<td>Spray jacket</td>
</tr>
<tr>
<td>Black T-Bar or Lace up shoes</td>
<td>Pullover</td>
<td>Sport socks (Fintona)</td>
</tr>
<tr>
<td></td>
<td>Black T-Bar or Lace up shoes</td>
<td>House polo</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sports cap</td>
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<tr>
<td></td>
<td></td>
<td>Sport shoes</td>
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</tbody>
</table>
Important learning occurs beyond the traditional classroom and Fintona offers a broad range of activities to develop student interests and talents. Students' efforts are recognised regularly in the school community via assemblies and written publications.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>YEAR LEVELS</th>
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<tbody>
<tr>
<td>Art Club</td>
<td>5 - 12</td>
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<tr>
<td>Athletics (House)</td>
<td>5 - 12</td>
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<tr>
<td>Athletics (School Sport Victoria [SSV])</td>
<td>5 - 6</td>
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<tr>
<td>Athletics (Girls Sport Victoria [GSV])</td>
<td>7 - 12</td>
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<tr>
<td>Badminton (House)</td>
<td>5 - 12</td>
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<tr>
<td>Baker Band</td>
<td>5 - 10</td>
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<tr>
<td>Basketball (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Basketball (Interschool Sport)</td>
<td>6</td>
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<tr>
<td>Buick Strings</td>
<td>5 - 8</td>
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<tr>
<td>Cherry Rd String Quartet</td>
<td>5 - 8</td>
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<tr>
<td>Chess Club and Tournaments</td>
<td>5 - 12</td>
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<tr>
<td>Colla Voce (Year 7 &amp; 8 Vocal Group)</td>
<td>7 - 8</td>
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<tr>
<td>Compass Program (Levels 1, 2, 3 &amp; 4)</td>
<td>7 - 8</td>
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<tr>
<td>Creative Writing Club</td>
<td>5 - 12</td>
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<tr>
<td>Cricket (GSV)</td>
<td>7 - 12</td>
</tr>
<tr>
<td>Cross Country (House)</td>
<td>5 - 12</td>
</tr>
<tr>
<td>Cross Country (SSV)</td>
<td>5 - 6</td>
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<tr>
<td>Cross Country (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Debating (House and Interschool [DAV])</td>
<td>7 - 12</td>
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<tr>
<td>Diving (House and GSV)</td>
<td>5 - 12</td>
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<tr>
<td>Fintona Flutes</td>
<td>5 - 12</td>
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<tr>
<td>Guitar Ensemble</td>
<td>5 - 12</td>
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<tr>
<td>Hockey (House)</td>
<td>5 - 12</td>
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<tr>
<td>Hockey (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Hockey (JSSG &amp; Interschool Sport)</td>
<td>6</td>
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<tr>
<td>Indoor Cricket (House)</td>
<td>5 - 12</td>
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<tr>
<td>Lounge Lizards’ Book Club</td>
<td>5 - 8</td>
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<tr>
<td>Middle School Saxophone Ensemble</td>
<td>5 - 8</td>
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</tbody>
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<thead>
<tr>
<th>ACTIVITY</th>
<th>YEAR LEVELS</th>
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<tbody>
<tr>
<td>Netball (Interschool)</td>
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<tr>
<td>Netball (House)</td>
<td>5 - 12</td>
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<tr>
<td>Netball (JSSG)</td>
<td>6</td>
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<tr>
<td>Netball (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Percussion Ensemble</td>
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<td>Public Speaking</td>
<td>6 - 11</td>
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<td>Radio Program</td>
<td>8</td>
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<tr>
<td>Rowing</td>
<td>8 - 12</td>
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<tr>
<td>School Play</td>
<td>7 - 12</td>
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<tr>
<td>Senior Orchestra</td>
<td>5 - 12</td>
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<tr>
<td>Soccer (House)</td>
<td>5 - 12</td>
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<tr>
<td>Soccer (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Soccer (Interschool Sport)</td>
<td>5 - 6</td>
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<tr>
<td>Softball (House) 5-12</td>
<td>5 - 12</td>
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<tr>
<td>Softball (Interschool Sport)</td>
<td>6</td>
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<tr>
<td>Stage Band</td>
<td>8 - 12</td>
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<tr>
<td>Swimming (House) 5-12</td>
<td>5 - 12</td>
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<tr>
<td>Swimming (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Swimming (GSV and JSSG)</td>
<td>5 - 6</td>
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<tr>
<td>Symphonic Wind Ensemble</td>
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<tr>
<td>Tee Ball (JSSG)</td>
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<tr>
<td>Tee Ball (Interschool Sport)</td>
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<tr>
<td>Tennis (House) 9-12</td>
<td>7 - 12</td>
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<tr>
<td>Tournament of minds</td>
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<tr>
<td>Tourmont Strings</td>
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<tr>
<td>Volleyball (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Volleystars (JSSG)</td>
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<tr>
<td>Volleystars (Interschool Sport)</td>
<td>5</td>
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<tr>
<td>Volleystars (Interschool Sport)</td>
<td>5 - 8</td>
</tr>
<tr>
<td>Year 5 &amp; 6 String Quartet</td>
<td>5 - 6</td>
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</tbody>
</table>
## LEARNING PATHWAYS

### Year 5 | Year 6 | Year 7 | Year 8
--- | --- | --- | ---
**Community Service** students are encouraged to respond to the needs of others, and actively participate in events that respond to the emerging and ongoing needs of community groups. Students in Years 5 and 6 will have the opportunity to embed Community Service into relevant Units of Inquiry. Year 7 and 8 students are encouraged to respond to others through the Make a Difference and Leadership Programs.

<table>
<thead>
<tr>
<th><strong>Life Skills: Health</strong></th>
<th><strong>Life Skills: Learning</strong></th>
<th><strong>Life Skills: Relationships</strong></th>
<th><strong>Leadership Opportunities</strong></th>
</tr>
</thead>
</table>
| • Program of Inquiry | • Program of Inquiry | • Program of Inquiry | • SRC (Student Representative Council)  
  Tutor Representative  
  Through the Units of Inquiry, students are given the opportunity to experience a range of leadership roles. |
| • Program of Inquiry | • Program of Inquiry | • PYP Transdisciplinary Skills – social skills | • House Sport  
  SRC (Student Representative Council)  
  Tutor Representative  
  Through the Units of Inquiry, students are given the opportunity to experience a range of leadership roles. Exhibition |
| • Healthy Lifestyles  
  Healthy Breakfast and Snacks  
  Sex Education | • Multiple Intelligences  
  Study Skills | • Building Personal Relationships  
  “Fantastic Friends”  
  “Shine Time” | • House Sport  
  SRC (Student Representative Council)  
  Tutor Representative Leadership program in preparation for Year 8. |
| • Drugs and Alcohol  
  Nutrition: Healthy Lunches  
  Sex Education | | | • Middle School Consul  
  House Sport  
  SRC (Student Representative Council)  
  SRC (President of SRC)  
  SRC (Secretary of SRC)  
  Tutor Representative  
  Head of Radio  
  Environment Captain |
Outdoor Education at Fintona is a facilitated experiential learning adventure program that promotes sequential and progressive learning opportunities. The Outdoor Education program ranges from single day activities to multi-day challenging expeditions, and offers students the unique opportunity to experience and engage in different outdoor pursuits. Through interaction with the natural world, students develop an understanding of our relationship with the environment. Challenge is at the heart of Outdoor Education; the needs of individual students are met to ensure that all students have the opportunity to participate. These opportunities may arise through:

- taking responsibility for one’s own actions and accepting the outcomes
- expanding horizons by living simply
- undertaking challenging, but achievable activities (some requiring perseverance)
- working in small groups which promote the value and unique qualities of each individual
- living in a positive atmosphere which encourages tolerance, compassion and trust
- sharing a secure, relaxed atmosphere in which students can have fun, away from their normal environment and pressures
- making personal and group decisions which contribute to a successful outcome
- examining the impact we have on nature
- observing the natural world and reflecting on humanity’s place in it
- creating a link between the Outdoor Education experience and the Student’s lifestyles

<table>
<thead>
<tr>
<th>YEAR 5</th>
<th>YEAR 6</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
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</thead>
<tbody>
<tr>
<td>Outdoor Education at Fintona is a facilitated experiential learning adventure program that promotes sequential and progressive learning opportunities. The Outdoor Education program ranges from single day activities to multi-day challenging expeditions, and offers students the unique opportunity to experience and engage in different outdoor pursuits. Through interaction with the natural world, students develop an understanding of our relationship with the environment. Challenge is at the heart of Outdoor Education; the needs of individual students are met to ensure that all students have the opportunity to participate. These opportunities may arise through:</td>
<td>Year 6 sees our students enjoy a three-day beach experience at Philip Island Coastal Discovery Centre. Students challenge themselves by participating in activities such as surfing, body boarding and orienteering. The students explore their new environment and learn about the marine life at Smiths Beach.</td>
<td>Year 7, students travel to Central Australia for their six-day cultural adventure, camping under canvas and exploring the paths around Uluru, Kings Canyon and Simpsons Gap. In addition to a physical challenge, the camp supports their studies in Geography, Science and Indigenous History. They also challenge themselves in our ‘One Day Wonder’ program. The day enables students to complete a series of physical outdoor pursuits such as mountain bike riding, bushwalking, canoeing, campcraft and navigation. Set in a natural environment this builds on their existing outdoor skills.</td>
<td>The Year 8 program offers a greater level of challenge in preparation for the Year 9 Camp. During the five-day camp, students participate in activities such as bike riding, bushwalking, orienteering, rafting, abseiling, rock climbing, adventure sports, initiatives, and experience cooking meals outdoors. Students build on their experiences from Year 7, spending two nights at the Charnwood Outdoor Education Centre in the Strathbogie Ranges and two nights camping out at local camp sites.</td>
</tr>
<tr>
<td>In Year 5, students travel to Coonawarra Farm Resort, located near Bairnsdale in South East Gippsland. During their four-day stay at Coonawarra, students participate in a wide variety of outdoor activities, including canoeing, raft making, rope courses and initiative tasks. This allows students to gain independence, leadership and team work skills whilst being open minded and taking risks in a secure environment.</td>
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<tr>
<td>YEAR 5</td>
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<tr>
<td>• Alliance Francaise Berthe Mouchette Poetry and Drawing Competition</td>
<td>• Alliance Francaise Berthe Mouchette Poetry and Drawing Competition</td>
<td>• Alliance Francaise Berthe Mouchette Poetry Competition</td>
<td>• Alliance Francaise Berthe Mouchette Poetry Competition</td>
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<tr>
<td>• Elaine Boucher Writing Award</td>
<td>• Elaine Boucher Writing Award</td>
<td>• Elaine Boucher Writing Award</td>
<td>• Elaine Boucher Writing Award</td>
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<tr>
<td>• Australian Mathematics Competition</td>
<td>• Australian Mathematics Competition</td>
<td>• The University of Melbourne - BHP Billiton School Mathematics Competition</td>
<td>• The University of Melbourne - BHP Billiton School Mathematics Competition</td>
</tr>
<tr>
<td>• Mathematics Challenge for Young Australians</td>
<td>• Mathematics Challenge for Young Australians</td>
<td>• Australian Mathematics Competition Mathematical Olympiads</td>
<td>• Australian Mathematics Competition Mathematical Olympiads</td>
</tr>
<tr>
<td>• Mathematical Olympiads (APSMO)</td>
<td>• Mathematical Olympiads</td>
<td>• Mathematics Challenge for Young Australians</td>
<td>• Mathematics Challenge for Young Australians</td>
</tr>
<tr>
<td>• Science Talent Search (STS)</td>
<td>• Science Talent Search (STS)</td>
<td>• Boroondara Literary Award</td>
<td>• Boroondara Literary Award</td>
</tr>
<tr>
<td>• Tournament of Minds (TOM) (every second year)</td>
<td>• Tournament of Minds (TOM) (every second year)</td>
<td>• Dorothea McKellar Poetry</td>
<td>• Dorothea McKellar Poetry</td>
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<td></td>
<td></td>
<td>• Award Elizabeth M. Butt Public Speaking Competition</td>
<td>• Award Elizabeth M. Butt Public Speaking Competition</td>
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<td></td>
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<td>• Legacy Junior Public Speaking Award</td>
<td>• Legacy Junior Public Speaking Award</td>
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<td>• Asia-Wise Competition</td>
<td>• Rostrum Voice of Youth - Junior</td>
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<td>• Japanese Consulate Calligraphy Competition</td>
<td>• Year 8 Maths Day</td>
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<td>• Japanese Consulate Essay Writing Competition</td>
<td>• Science Talent Search (STS)</td>
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<td>• Year 7 Maths Day</td>
<td>• International Competitions and Assessments for Schools - Science Competitions (ICAS)</td>
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<td></td>
<td></td>
<td>• Science Talent Search (STS)</td>
<td>• Australian Geography Competition</td>
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<td></td>
<td></td>
<td>• International Competitions and Assessments for Schools - Science Competitions (ICAS)</td>
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</table>
Assessment is an integral part of the learning process. Regular assessment provides students with the opportunity for constructive feedback and encourages self-improvement. Assessment at Fintona focuses on the depth of learning that occurs throughout the unit of study, as well as the quality of the outcomes of that learning.

ASSESSMENT
- Provides students with criteria that are known, discussed and understood before outcomes are due
- Encourages students to analyse their own learning and understand what can be improved upon
- Values learning that focuses on depth of understanding and high-quality responses
- Promotes reflection and self-evaluation.

Reporting involves communicating to parents and students the understanding, knowledge and skills that a student has gained. Parent-teacher interviews and Academic Reports are provided for all students in Years 5 – 8. Full written academic reports are provided at the end of each semester. In addition, students in Year 5 are involved in a Student-Led Conference, Year 6 students hold an Exhibition of their learning, and Year 7 and 8 students receive written Progress Reports at the end of Terms 1 and 3.

REPORTS
- Provide information about student progress and achievement, including areas for further development
- Foster partnerships between parents and teachers to support student learning and progress
- Encourage students to take responsibility for their own learning.
The Primary Years Program, known as the PYP, focuses on the development of the whole student.

It emphasises the dynamic combination of attitudes, knowledge and critical thinking. It develops an understanding of concepts, skills and knowledge and it strives to develop responsible attitudes. PYP has a strong international focus on the Units of Inquiry, as it is designed to enable students to relate their classroom experience to the world beyond. Throughout the learning process, Fintona aims to teach girls to:

- think
- communicate
- develop social skills
- research
- be self-managers
- enjoy learning.

Literacy and Numeracy skills are paramount during this developmental stage, and through focused teaching the girls are well placed for future learning. Our curriculum in Years 5 and 6 is further expanded through the Specialist Program taught by Single Subject Teachers in the areas of Art, Drama, French, Information Technology, Music, Outdoor Education, Physical Education and Resource Centre.

The Primary Years Program acknowledges the importance of acquiring skills in context and exploring content that is relevant to students. To assist students to make connections in all subject areas, six transdisciplinary themes of global significance provide the framework for exploration and study: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organise ourselves and Sharing the planet.

Students in Years 5 and 6 inquire into, and learn about, these globally significant issues in the context of Units of Inquiry, each of which address a Central Idea relevant to the particular transdisciplinary theme increasing in depth and complexity throughout the primary years. This approach provides our girls with a rigorous and challenging method of learning as well as opportunities to better understand themselves and their environment.

Additionally, all girls in Years 5 and 6 engage in Philosophy once a fortnight in small groups to help develop their questioning and discussion skills. The girls are able to use their own ideas and are encouraged to extend their thinking and incorporate ideas drawn from other members of the group. A picture book is used as the prompt to discuss a range of themes and ideas.

---

**LEARNER PROFILE**

Fintonians aspire to be:

**Inquirers** We are on a journey of life-long learning. We are curious about the world in which we live. We are learning the skills necessary to discover more about the world.

**Thinkers** We use our thinking skills critically and creatively to make sound decisions and to solve problems.

**Communicators** We communicate our thoughts and ideas through speech, print, movement, mathematics, science, technology and the arts.

**Risk-takers** We approach the unknown with confidence and independence and accept our mistakes as part of learning. We are willing to experiment with new ideas. We speak up for the things in which we believe.

**Knowledgeable** We learn new things every day. We share and use information to explore themes that are important to our world and us.

**Principled** We are honest and have a sense of fairness and justice.

**Caring** We are sensitive towards the needs and feelings of others.

**Open-minded** We respect the views, values, cultures and traditions of others. We realise that there can be different solutions to a problem.

**Balanced** We understand that all aspects of the individual are important. We nurture our physical, emotional, cognitive, social and spiritual well-being.

**Reflective** We give careful thought to what we say and do.
THE PRIMARY YEARS PROGRAM

YEAR 5 UNIT OF INQUIRY

Each year, students undertake six Units of Inquiry. Each unit relates to a transdisciplinary theme and encourages students to develop an understanding of a Central Idea.

WHO WE ARE
Central Idea: Physical, emotional and social changes influence who we are.

WHERE WE ARE IN PLACE AND TIME
Central Idea: The discovery and use of natural resources has contributed to the growth and development of local and global communities.

HOW WE EXPRESS OURSELVES
Central Idea: Persuasive language and images in advertising affect consumer choice.

HOW THE WORLD WORKS
Central Idea: The universe is a vast, complex system that influences Earth.

HOW WE ORGANISE OURSELVES
Central Idea: Human and physical phenomena have caused the creation of boundaries on the Earth’s surface.

SHARING THE PLANET
Central Idea: The interactions between components of an ecosystem are vital to its survival.

YEAR 6 UNIT OF INQUIRY

Each year, students undertake six Units of Inquiry. Each unit relates to a transdisciplinary theme and encourages students to develop an understanding of a Central Idea.

WHO WE ARE
Central Idea: Recognising similarities and differences between beliefs assists us to be global citizens.

WHERE WE ARE IN PLACE AND TIME
Central Idea: Increasing numbers of people are searching for safety and a new place to call home.

HOW WE EXPRESS OURSELVES
Central Idea: The unique way the brain functions determines our perspective and individuality.

HOW THE WORLD WORKS
Central Idea: Natural disasters have varying impacts on societies.

HOW WE ORGANISE OURSELVES
Central Idea: Human-made systems are determined by a variety of factors and influences.

SHARING THE PLANET
Central Idea: Developing an understanding of inequity empowers us to act.

EXHIBITION
The Year 6 Exhibition is a culmination and celebration of the skills and knowledge developed throughout the Primary Years Program. Students choose one of the transdisciplinary themes listed above and work together to create a Central Idea. Responses to their inquiries take a multitude of forms, including multi-media, performances, displays and oral presentations. These are showcased for the community in the Exhibition.
ENGLISH (LANGUAGE)

YEAR 5 AND 6

As part of the Primary Years Program, Language is closely linked to the Units of Inquiry. Skills and knowledge, in the areas of written, oral and visual communication, are further developed. Students inquire into the conventions of language and apply their understanding in a variety of contexts. They are encouraged to develop an appreciation of reading and writing through the sharing of literature and a range of text styles. Students develop metalinguage to respond to the oral, visual and kinaesthetic components of still and moving images, electronic texts and other multimedia.

WRITTEN COMMUNICATION

- Reading
  - research and comprehension skills
  - Book Chats - literature appreciation and critical analysis

- Writing
  - spelling, punctuation and grammar
  - writing for a range of purposes using different texts (e.g. persuasive, creative, informative, reflective)
  - planning, composing, editing and publishing

ORAL COMMUNICATION

- Speaking
  - speaking for a range of purposes (e.g. debating, formal talks, role plays, presentations)
  - public speaking

- Listening
  - listening in a variety of situations (e.g. guest speakers, discussions)
  - listening for a variety of reasons (e.g. to gather information)

VIEWING AND PRESENTING

- Viewing
  - viewing information presented in a variety of ways (e.g. still and moving images)
  - critical analysis of visual texts and a focus on visual literacy (e.g. use of colour)

- Presenting
  - presenting ideas and information in different ways
  - using different graphic organisers

MATHMATICS

YEAR 5 AND 6

The Mathematics curriculum focuses on the further development of knowledge and skills in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The emphasis is on providing activities that promote understanding of mathematical concepts through exploration, investigation, games, as well as visual and kinaesthetic experiences. Information and Communication Technology (ICT) plays an important role in developing and reinforcing skills. Real life mathematics investigations encourage the students to solve problems and apply their skills in everyday situations, thus enhancing their appreciation of the importance of mathematics in their lives.

NUMBER AND ALGEBRA

- Understanding place value
- Using mental strategies to estimate and calculate
- Computing using the four processes
- Using fractions, decimals and percentages
- Identifying, creating and continuing number patterns
- Interpreting and using problem-solving strategies
- Conducting investigations into everyday situations
- Inquiring into mathematical concepts

MEASUREMENT AND GEOMETRY

- Estimating and measuring to find area, perimeter, volume, capacity, mass and time
- Using standard units of measurement and measuring tools
- Identifying and measuring angles
- Identifying, describing and representing 2D shapes and 3D solids
- Using and creating maps using scales, directions, co-ordinates and cartesian planes

STATISTICS AND PROBABILITY

- Conducting and interpreting chance experiments
- Using the language of chance and interpreting probability statements
- Collecting, organising, presenting and analysing data
- Calculating measures of centrality (mean, mode, median and range)
DRAMA

In Drama, students explore and express ideas through improvisation and role play. They develop the skills necessary to refine and shape improvised drama through the use of dramatic elements. Expressive and collaborative skills are also developed using the Learner Profile, attitudes and transdisciplinary skills. The specific work undertaken at each year level is based on the Primary Years Program (PYP) Units of Inquiry through the Central Idea and Lines of Inquiry. The National Curriculum will be applied to the drama curriculum with attention to the stages of learning with a focus on developing the fundamental knowledge, skills and behaviors to lay foundations, which will underpin future learning.

YEAR 5
Semesters 1 and 2

OUTLINE:
Year 5 Drama encourages students to explore and express ideas through improvisation, role play and dramatic games. Students experiment with ideas in making and presenting drama. They develop their physical and vocal expressive skills and explore narrative structure. The focus is on building personal confidence and learning co-operative ensemble skills. Work undertaken is based on the PYP Units of Inquiry.

KEY SKILLS:
- Refining and shaping improvised drama through the use of dramatic elements; expressing characters and emotions;
- Developing simple narrative structures; performance techniques.

ASSESSMENT:
Skill development in improvisation; ability to develop ideas dramatically through collaboration in performance work.

RESOURCES:
Provided by the School.

YEAR 6
Semesters 1 and 2

OUTLINE:
In Year 6, students continue to explore and experiment with a variety of theatrical conventions and styles. They apply dramatic skills to communicate their own experiences, observations and ideas. Students continue to develop their expressive skills and to explore narrative structures while building personal confidence and ensemble skills. Role play and dramatic games allow students to experiment with making and presenting drama. Students learn to view, discuss and reflect on their own and others’ work in a creative and constructive way. Concepts explored are based on the PYP Units of Inquiry.

KEY SKILLS:
- Ability to experiment with ideas in making and presenting drama; application of performance techniques; understanding stagecraft elements; ability to describe personal observations about the content and structure of drama; refining and shaping drama through the use of dramatic elements; ability to contribute to an ensemble performance; expressing characters and emotions; developing narrative structures.

ASSESSMENT:
Skill development in improvisation; ability to develop ideas dramatically through collaboration in performance work.

RESOURCES:
Provided by the School.
In Years 5 and 6 all students study French as their Language Other Than English (LOTE). The study of language is a fundamental aspect of students’ learning. It assists their cognitive development, linguistic flexibility and intercultural understanding. It also leads to the development of international awareness which is a focus of the PYP program. Students develop their skills in spoken and written French through a diverse range of activities. These include the AIM (Histoires en Action) program and an introduction to the textbook used at Year 7.

**YEAR 5**
Semesters 1 and 2

**OUTLINE:**
In Year 5, students continue with the Histoires en Action program used in Years 3 and 4; however, prior knowledge is not essential for successful study at this level. Students complete one unit from the program each semester. Each unit is structured around a play script where the emphasis is on the development of communicative skills, both oral and aural, and enhancement of their reading and writing skills in the language. Student learning culminates in a highly anticipated theatrical performance of the play at the end of each semester. Associated activities, such as extended writing tasks, are also incorporated into the program.

**KEY SKILLS:**
Speaking, listening, reading and writing.

**ASSESSMENT:**
Participation in play performances and class oral activities, reading and writing activities from the workbook, extended writing activities.

**RESOURCES:**
Histoires en Action! #1 Add-on Kit, Student DVD and student workbook

**YEAR 6**
Semesters 1 and 2

**OUTLINE:**
Year 6 students enrich their French studies with a continuation of the Histoires en Action program and the addition of a textbook. The emphasis continues to be on the development of communicative skills; however, students are also introduced to basic grammar to increase their understanding of the language. They learn to talk about themselves, animals, numbers as used in addresses, dates, ages and birthdays, the family, describing people, both in personality and appearance, likes and dislikes. Grammatical concepts include, gender of nouns and adjectival agreements. Songs, rhymes and language games are used to enhance the students’ experience of French. This course links, where appropriate, with the PYP Units of Inquiry. It culminates with an additional unit from the Histoires en Action program and an accompanying play performance to showcase the skills and knowledge they have attained throughout their primary French Studies.

**KEY SKILLS:**
Speaking, listening, reading and writing.

**ASSESSMENT:**
Participation in class oral activities, reading and writing tasks, projects, exhibition and play performance.

**RESOURCES:**
Equipe Nouvelle 1 student book and workbook.
INFORMATION TECHNOLOGY

Information Technology is central to the Middle School curriculum. Students are provided with skills and strategies to become discerning users of Information Technology and specific skills and software programs are explored to support the use of IT in all subject areas.

YEARS 5 AND 6

OUTLINE:
The Year 5 and 6 course focuses on presentation skills, cyber safety and research skills. Students learn to present information in a variety of formats including posters, diagrams, images, animation, website, podcasts, games and video. Class tasks are designed to teach students skills and knowledge that can be used in the PYP Units of Inquiry. Cyber safety is taught and students complete units from the Australian Government cyber safety for schools program.

KEY SKILLS:
Students learn a wide variety of skills including Thinking and problem solving skills; Using a design process; Creating for an audience; Cyber safety skills; File Management; Image manipulation; Presentation skills

ASSESSMENT:
Skills are assessed within each PYP Unit of Inquiry.

RESOURCES:
Computer and network use, a large range of software, internet resources and classroom provided teaching material.

MUSIC

Music involves unique teaching and learning practices, and these enable students to participate in a rich and diverse musical experience. At Years 5 and 6, students develop an appreciation of music through a program of activities involving performing, creating, listening and evaluating. Students are provided with a range of opportunities to develop performance and instrumental techniques. They develop fundamental music skills, an understanding of the elements of music and are encouraged to respond creatively to music through composition.

YEAR 5 CLASSROOM MUSIC

Semesters 1 and 2

OUTLINE:
Years 5 and 6 are linked in a two-year program designed to broaden awareness and understanding of music and introduce students to a range of five music comprehension skills. These comprise: understanding music notation, aural perception, theoretical knowledge, analysis of music, and the appreciation of style and the cultural context of music. In Year 5, these skills and concepts are introduced at an elementary level, establishing a foundation for an increasingly more sophisticated understanding of musical aesthetics in successive years of the Middle School. Students learn elementary techniques in melodic and rhythmic music composition and are introduced to concepts of timbre and texture. Practical activities include performance exercises that focus on rhythmic co-ordination with others when playing a range of percussion and keyboard instruments in groups.

KEY SKILLS:
Analytical listening, rhythmic perception, pitch perception, ensemble performance, composition.

ASSESSMENT:
Performance tasks, composition tasks, aural and theory exercises, classroom participation.

RESOURCES:
Worksheets, classroom instruments and class texts.
YEAR 5 BAND PROGRAM
Semesters 1 and 2

OUTLINE:
Ensemble performance is a major focus in Year 5, where each student learns an instrument in both group lessons and full band rehearsals. These classes occur once per week in addition to the regular music class timetable. Instruments taught under this program are: flute, oboe, bassoon, clarinet, saxophone, trumpet, trombone, euphonium, French horn, percussion and double bass. Students learn the fundamentals of playing technique on their instrument in small groups. Ensemble performance skills are acquired at the same time, including playing in tune with others, rhythmic co-ordination, dynamic control and other expressive devices. Students may elect to continue learning their instrument at the conclusion of this year in shared or private lessons, and also have the option of playing with the Baker Band in the co-curricular program.

KEY SKILLS:
Rhythmic perception, pitch perception, instrumental technique, ensemble performance.

ASSESSMENT:
Performance tasks, participation in lessons.

YEARS 5 AND 6 CHOIR
Semesters 1 and 2 (Years 5 and 6)

OUTLINE:
All students participate in the Year 5/6 Choir which meets once a week throughout the year, and is based on the Kodaly approach to singing, aural training and music reading. Students develop their perception of pitch and rhythm and enhance their ability to sing in harmony. Theoretical concepts are reinforced whilst students are exposed to a range of musical repertoire. Performance pieces are analysed, major and minor scale forms are introduced, and students utilise Kodaly hand signs through a variety of exercises and repertoire pieces.

KEY SKILLS:
Rhythmic perception, pitch perception, part singing, ensemble performance.

ASSESSMENT:
Performance tasks, participation in class.

YEAR 6 CLASSROOM MUSIC
Semesters 1 and 2

OUTLINE:
Students undertake tasks designed to develop a range of musical skills: musical literacy, aural perception, theoretical knowledge, musical analysis, and the appreciation of style and cultural context of music. These skills are expanded upon from Year 5 and explored in greater depth. Emphasis is placed on creative exercises and decision making related to composition and performance activities. New techniques in music analysis are introduced and the vocabulary of technical terms used to describe music is expanded. Solo and small group performance activities are designed to place greater emphasis on details in the expressive qualities of a performance.

KEY SKILLS:
Analytical listening, rhythmic perception, pitch perception, ensemble performance, composition.

ASSESSMENT:
Performance tasks, composition tasks, aural and theory exercises, participation in class.
PHYSICAL EDUCATION

In Years 5 and 6, students participate in a wide range of activities and sports which provide them with the opportunity to develop fundamental motor skills and to incorporate these skills in a game setting.

YEARS 5 AND 6
Semesters 1 and 2

The Physical Education course is designed to enable students to:

• develop a commitment to achieve their personal best
• develop a positive attitude towards physical activity
• participate in a wide variety of sports with a spirit of cooperation and good sporting attitude
• participate in various sports to develop an appreciation of lifelong participation
• increase their understanding of the rules, tactics and strategies of a range of sports
• participate in traditional and non-traditional sports to consolidate existing and develop new skills. Students also participate in a swimming tuition program where emphasis is placed on stroke development.

OUTLINE:
Students develop their skills and begin to learn rules and tactics associated with sports such as teeball, volleystars, basketball, netball, soccer, orienteering and athletics.

KEY SKILLS:
Catching, throwing, dribbling, striking, fielding, kicking, executing correct technique.

ASSESSMENT:
Major skills checklist for each sport.

RESOURCES:
All equipment is provided by the School.

SPORT

YEARS 5 AND 6

A range of inter-school sports is offered for students in Years 5 and 6. Students compete against local independant schools in basketball, soccer, volleystars, hockey, teeball and netball. Matches are played after school and comprise both home and away games. Inter-school sport is not a compulsory component of the sporting program, but girls are encouraged to participate.

Please refer to the co-curricular table on pages 3 & 4 for the Inter-school sports available at Years 5 & 6.
**VISUAL ARTS**

This subject focuses on encouraging students to experiment with ideas when making and presenting artworks that focus on the application of the design elements. Artworks from a variety of cultures, times and places are viewed and discussed.

**YEAR 5**

Semesters 1 and 2

**OUTLINE:**
Students apply skills and knowledge of techniques to present artworks which communicate personal experiences and observations. Selecting and combining art elements in a manner which demonstrates an understanding of the structure of a work of art is central to each unit of work. Students are made aware of the processes employed by artists by viewing and discussing artworks from a variety of cultures, times and places. The students reflect on ideas and motivations for making art. They draw on experiences to solve problems creatively, and acquire new skills in the process of making both two-dimensional and three-dimensional artworks.

**KEY SKILLS:**
Apply knowledge and taught skills to artworks; select and combine art elements to demonstrate aesthetic awareness; solve problems creatively; use appropriate language to describe their own work and that of others; identify stylistic features of contemporary and traditional arts.

**ASSESSMENT:**
Practical folio comprising two-dimensional and three-dimensional artworks, visual diary.

**RESOURCES:**
Provided by the School.

**YEAR 6**

Semesters 1 and 2

**OUTLINE:**
This subject focuses on encouraging students to continue to explore and experiment with a variety of materials and methods and to communicate ideas and feelings in an individual manner. Drawing on previously acquired skills and knowledge, students explore design elements and solve creative and aesthetic problems in diverse ways. Students apply skills and knowledge of techniques to present artworks that communicate their personal experiences and observations in both two-dimensional and three-dimensional forms. They are encouraged to view, discuss and reflect on artworks and ideas, and to explore themes that are relevant to their current learning.

**KEY SKILLS:**
Apply knowledge and taught skills to artworks; select and combine art elements to demonstrate aesthetic awareness; solve problems creatively; use appropriate language to describe their own work and that of others; identify stylistic features of contemporary and traditional arts.

**ASSESSMENT:**
Practical folio comprising two-dimensional and three-dimensional artworks, visual diary.

**RESOURCES:**
Provided by the School.
EXPLORATIONS

The Explorations program is one of the most challenging and exciting elements of Semester 1 for girls in Years 7 and 8. During Explorations, lessons are suspended and students are given a theme to which they respond. The girls are provided with a range of ways to explore this theme and have just three days to produce their response. This is a time for teamwork and initiative and as most of the activities are student-lead, the girls learn to draw upon their strengths and to challenge themselves to learn new skills. What is produced can be permanent or a one-off performance but it must be designed for a particular audience and a particular place. During this time, teachers are mentors for the girls but the time management and negotiation are all the responsibility of the students. After the Explorations program has finished, a celebration assembly provides an opportunity for students to show what they have learned and produced and reflect upon their new skills and achievements.

In 2013, the theme was ‘The Future is Already Here’. The students were asked to imagine that it was 2096. They were required to design a building to celebrate the bicentenary of the School. The outside of the building had to be designed as well as the interiors and furnishings. All of these designs had to address the future issues of climate change and technological innovation. Another group of girls composed an anthem to be played at the opening of the building as well as a piece of music for which a separate group choreographed a dance routine. To commemorate this event, a group of students designed and made a prototype of a future school uniform to be worn in 2096. A media group recorded the entire process and a small group of writers worked with a leading children’s author to create a collection of short stories set in 83 years in the future.

Explorations is a time where thinking skills are vital and students develop the abilities that are so valuable to their lives: teamwork, planning, negotiation, risk-taking and initiative. Every year students surprise themselves with what they are able to achieve in such a short space of time and this then feeds back into their academic lives as they understand that these skills and successes can be applied to their learning on an everyday basis.

DRAMA

YEAR 7
Semesters 1 and 2

OUTLINE:
The focus is on the development of personal, communication and collaborative skills. Expressive skills are developed through voice and movement workshops. Improvisation techniques are taught and performance skills are explored through the use of dramatic elements. Play building skills are introduced and students explore stagecraft and theatrical conventions. Narrative skills are developed through role play and script analysis. Units of work include Theatre Sports, Storytelling, Genre Exploration, Physical Theatre, Character Development, Script Reading and Writing.

KEY SKILLS:
Development of foundation improvisation techniques; ability to portray characters using a range of expressive skills; an understanding of story structure and dramatic elements; ability to work creatively in ensemble play building; development of an understanding of theatrical styles and performance techniques.

ASSESSMENT:
Skills development in the structuring of ensemble drama; ability to apply stagecraft including scriptwriting; performance work.

RESOURCES:
Provided by the School.
YEAR 8
Semesters 1 and 2

OUTLINE:
The focus is on the development of play building and performance skills through the examination and exploration of dramatic elements, theatrical conventions and genres. Students continue to improve their improvisation and character building skills. Expressive skills continue to be developed through physical and vocal workshops. Students explore stagecraft techniques and application with a focus on script interpretation and writing. Students develop analytical skills through watching and critiquing live and filmed performances. Units of work include Improvisation, the Power of Story and Emotion, Character and Script Interpretation, Parody, Laban and Monologues.

KEY SKILLS:
Ability to develop character and narrative through improvisation and rehearsal techniques; development of a range of expressive skills in the portrayal of character in performance; an understanding of dramatic structure and the use of dramatic elements; ability to use a range of stimuli and research to generate and develop ideas expressively when making and presenting drama; ability to demonstrate a range of styles in the portrayal of characters from different genres.

ASSESSMENT:
Skills development in the structuring of ensemble drama, ability to apply stagecraft including scriptwriting, and performance work.

RESOURCES:
Provided by the School.

YEAR 7 ENGLISH

With a view to incorporating the key features of the Australian Curriculum within our own courses, the study of English at Fintona enables students to develop their skills in the areas of language, literature and literacy. Students will read and view texts that contain accessible but challenging ideas and topics of social interest. They will write responses that are imaginative, informative or persuasive, focusing on concerns that relate to their own lives, their community and the world. Students will engage in discussions or presentations that compare ideas, build on the ideas of others, provide other points of view and reach conclusions that recognise the diverse aspects of a given debate. During their English studies, students develop their understanding of the three cross-discipline priorities of the Australian curriculum: sustainability, Asia and engagement with Asia, and the culture and history of Aborigines and Torres Strait Islanders.

(Please note that the text list below is confirmed at the time of printing but may change.)

TEXT STUDIES
Semesters 1 and 2

OUTLINE:
Students study the novel The Silver Donkey by Sonya Hartnett. This novel has been carefully selected for not only its narrative beauty and engaging story but for the possibilities it presents to discuss wider philosophical aspects. Students recognise and analyse the ways that characterisation, events and settings are combined narratives and discuss the purposes that inform a writer’s work. The novel’s central theme of ‘story’ and the role of myth and fable in culture, lends itself to the study of the role of myth in society, and why narratives of faith and creation exist. In Semester 2, students read Nanberry: Black Brother White by Jackie French, as part of their exploration of historic Aboriginal experiences at the time of European occupation in Australia.

KEY SKILLS:
Developing knowledge of how literary features are used by an author to create meaning; understanding of why authors may use particular language to serve their purposes; appreciation of different narratives that inform faith and belief in various cultures; awareness of how historical and social factors are presented in a work of fiction; writing and oral tasks that demonstrate a personal interpretation of a given text.

ASSESSMENT:
A range of formal writing activities designed to assess student understanding of the novels.

RESOURCES:
Sonya Hartnett’s The Silver Donkey and Alice in Wonderland.
LITERACY: GENRE WRITING
Semester 1

OUTLINE:
Students create a writing folio which deals with a specific aspect of a particular theme; the themes may be as diverse as health and wellbeing, philanthropy, social media, and so forth. The purpose of the folio is to introduce students to different forms of writing and writing styles. Students plan, draft and produce imaginative, informative and narrative pieces selecting aspects of subject matter and particular language and visual features to convey their ideas. They analyse and explain the ways text structure and language features shape meaning and vary according to audience and purpose.

KEY SKILLS:
Writing for specific forms, styles and purposes; understanding the differences between certain genres of writing; applying correct grammar and punctuation; utilising appropriate software as a writing tool.

ASSESSMENT:
Folio

RESOURCES:
Information technology.

LITERATURE: POETRY, FILM AND FICTION
Semesters 1 and 2

OUTLINE:
As a means of developing and sustaining student engagement with literature, the Year 7 girls read a wide selection of novels and biography through the Literature Circle program that is run in conjunction with the Resource Centre. Students select from a range of novels that share similar themes, including ‘Give and Take’, ‘Metamorphosis’, ‘Harmony and Understanding’ and ‘Relationships’. Students also study how meaning is created in other genres such as poetry, film and media texts, with an emphasis on creative writing. The importance of myths and legends in developing an understanding of other societies and cultures is also examined. Through the study of poetry, students interpret and discuss how language is compressed to produce dramatic effect in film or drama, and is used to create layers of meaning in poetry such as haiku, couplets and free verse.

KEY SKILLS:
Reading for understanding, and developing skills in forming connections with personal experience and the outside world; identifying authorial purpose, and analysing meaning; writing and speaking to a given audience.

ASSESSMENT:
Group presentations; written exercises relating to analysis of character, setting and plot structure; creative responses and review.

RESOURCES:
Literature Circle books, poetry and other selected literature.
LANGUAGE (GRAMMAR, PUNCTUATION, VOCABULARY AND COMPREHENSION)
Semesters 1 and 2

OUTLINE:
Students receive formal teaching of grammar, punctuation and vocabulary, with written exercises designed to enhance their knowledge of the mechanics of the English language. They work toward exhibiting precise application of the English language in their writing. The learning of grammar and correct punctuation is also acquired incidentally, through constant teacher feedback and modelling, and through encouraging students to develop the habit of proof-reading their own work. Furthermore, teachers emphasise the importance of note-taking as a skill for life. Students are required to read a range of fiction and non-fiction texts for the purpose of identifying both explicit and inferred meaning.

KEY SKILLS:
Comprehending meaning from a range of texts; consolidating knowledge of sentence parts such as verbs, adverbs, adjectives and nouns; consolidating knowledge of precise use of punctuation; acquiring proficiency in using paragraphs in extended pieces of prose; using dictionaries and thesauruses to acquire new vocabulary.

ASSESSMENT:
Regular assessment of in-class activities; informal assessment through teacher feedback; classroom comprehension and grammar tests.

RESOURCES:
Textbook plus a variety of other materials provided by the School.

ORAL COMMUNICATION AND PUBLIC SPEAKING
Semesters 1 and 2

OUTLINE:
Students are encouraged to express themselves verbally in class, articulating their ideas in a purposeful and meaningful manner. They learn to respect the contributions made by others. They are given opportunities to present their ideas to class in a variety of solo and group presentations. Through the Elizabeth M. Butt Public Speaking program, girls are required to create and present an informative speech, based on the topic 'What I Would Love'. In a three-minute speech, the student articulates a personal passion, imagines a possibility, and connects their ideas to an issue of wider social concern.

KEY SKILLS:
Working within a group to prepare and deliver a team presentation; researching, creating and presenting a solo speech to an audience; constructing a speech to a given time constraint; the enhancement of memory skills, confidence and poise; understanding of how to use the voice appropriately when addressing an audience.

ASSESSMENT:
Formal assessment based on criteria relating to group and solo presentations.

RESOURCES:
Resource Centre for research purposes, Literature Circle novels for preparing group presentations, information technology for researching personal speeches.
LITERATURE: THE CLASSICS
Semester 2

OUTLINE:
Students are introduced to the concept of, and the reading of classic works of literature. They explore questions such as ‘What makes a book a classic?’ and ‘What does a canon mean?’ as a means of developing awareness of a literary heritage in western culture. Students hear short presentations from different teachers in the school on which works of literature they have loved, and why. They read a work of literature for pleasure and are invited to share this reading experience with their peers. They develop awareness of how works of fiction may recreate, mirror or resist historical aspects of time and place.

KEY SKILLS:
Understanding of what defines a work of classic literature; appreciation of the importance of certain classics in a given culture.

ASSESSMENT:
Oral assessment (both formal and informal), written analysis tasks.

RESOURCES:
Works of classic literature, and film version of Little Women.

YEAR 8 ENGLISH

With a view to incorporating the key features of the Australian Curriculum within our own courses, the study of English at Fintona enables students to develop their skills in the areas of language, literature and literacy. Students will read and view texts that contain accessible but challenging ideas and topics of social interest. They will write responses that are imaginative, informative or persuasive, focusing on concerns that relate to their own lives, their community and the world. Students will engage in discussions or presentations that compare ideas, build on the ideas of others, provide other points of view and reach conclusions that recognise the diverse aspects of a given debate. During their English studies, students develop their understanding of the three cross-discipline priorities of the Australian curriculum: sustainability, Asia and engagement with Asia, and the culture and history of Aborigines and Torres Strait Islanders.

(Please note that the text list below is confirmed at the time of printing but may change.)

DEDICATED LITERATURE AND PHILOSOPHICAL STUDY
Semesters 2

OUTLINE:
Students study Lewis Carroll’s Alice’s Adventures in Wonderland as a vehicle for continuing the philosophical study commenced in Year 7 with The Silver Donkey. Alice’s Adventures in Wonderland represents an opportunity to introduce the students to deeper aspects of philosophy, building on the exploration of myth and fable. Students appreciate that a narrative may contain more significant meaning than is apparent in a superficial reading of the text. The study of Alice also builds on the unit of Classic Literature completed in Year 7.

KEY SKILLS:
Alice’s Adventures in Wonderland: Awareness of a philosophical tradition in western society and how the ideas of key thinkers can be represented in literature; awareness of how a more significant understanding of a text may be acquired through study of the historical and social context in which it was created; understanding of authorial purposes that inform the construction of a novel, including individual literary features such as genre, plot, setting, character and language; the ability to formulate analytical responses and arguments in relation to the given texts, and justify a personal response.

ASSESSMENT:
Analytical and interpretive writing activities designed to test student understanding of a text. Creative writing exercises inspired by the text. Writing tasks designed to explore subjective responses to philosophical ideas.

RESOURCES:
Lewis Carroll, Alice’s Adventures in Wonderland.
**LITERATURE AND LITERATURE CIRCLE**

Semesters 1 and 2

**OUTLINE:**
Continuing from Year 7, students read a wide selection of novels and biography through the Literature Circle program and in the classroom through other selected works. The focus in Year 8 is on the interconnectedness of country and place, people, culture and identity, in a variety of texts including those written by Aboriginal or Torres Strait Islander authors. Students develop understanding of how language is used to represent particular groups in society. Students are taught to recognise and explain differing viewpoints about the world, cultures, individual people and ideas, as evident in a text. Students also read a selection of short stories and poetry, and learn how different authors craft language to create meaning. They are encouraged to experiment with new structures and the genres of fiction, poetry, story-writing, and the writing of poetry.

**KEY SKILLS:**
Reading for understanding, and developing skills in forming connections with personal experience and the outside world; identifying authorial purpose, and analysing meaning created by language; using comprehension strategies to interpret and evaluate texts; creating short works of fiction and poetry.

**ASSESSMENT:**
Group presentations, written exercises relating to analysis of character, setting and plot structure, creative response and review.

**RESOURCES:**
Literature Circle selection, short stories and poetry.

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**LANGUAGE: GRAMMAR, PUNCTUATION, VOCABULARY AND COMPREHENSION**

Semesters 1 and 2

**OUTLINE:**
On a regular basis, students complete tasks in grammar, punctuation and vocabulary to enhance their knowledge of the mechanics of the English language, and to develop precise application of these mechanics in constructing pieces of writing. Students are tested frequently on their skills in comprehension. The English course aims for a balance between the preservation of learned skills, and acquisition of new knowledge. Such consolidation will prepare students for Year 9 when they embark on essay writing, with attendant skills of paragraphing and creating topic sentences. The learning of grammar and correct punctuation is also acquired incidentally, through constant teacher feedback and modeling, and through encouraging students to develop the habit of proof-reading their own work. Furthermore, teachers continue to emphasise the importance of note-taking as a skill for life. Students are also required to read a range of fiction and non-fiction texts for the purpose of identifying both explicit and inferred meaning.

**KEY SKILLS:**
Developing skills in comprehending meaning from a range of texts; consolidating knowledge of sentence construction such as verbs, adverbs, adjectives and nouns; consolidating knowledge of precise use of punctuation; understanding how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims; using dictionaries and thesauruses to acquire new vocabulary.

**ASSESSMENT:**
Worksheets and informal feedback.

**RESOURCES:**
English Rules homework program, teacher hand-outs.
ORAL COMMUNICATION AND PUBLIC SPEAKING
Semesters 1 and 2

OUTLINE:
In an environment that encourages the sharing of information, experiences and ideas, students are expected to contribute purposefully to classroom discussion. They are taught with the assumption that their views are valid and worthy of an audience, and that, in turn, the contributions of others must be respected. As part of the Elizabeth M. Butt Public Speaking program, girls are introduced to the Great Balloon Debate. This debate requires participants to research the life of a famous or historical person. Then, given the hypothetical situation that this woman is a passenger - among others - on a stricken hot air balloon, where only one passenger can be saved, she must convince the audience in a persuasive speech as to why it is she who should survive.

KEY SKILLS:
The ability to research a topic effectively, using resources such as books and the internet; creating a written, persuasive speech that demonstrates judicious selection and omission of material, with a given word-count in mind; understanding the importance of listening respectfully to others’ views; the ability to imagine and recreate as plausibly as possible, the authentic voice of a real person; enhancement of memory skills, confidence and poise; an understanding of how to manipulate the voice and gestures in order to persuade an audience.

ASSESSMENT:
Formal assessment based on criteria relating to group and solo presentations, peer assessment of a solo presentation.

RESOURCES:
The Resource Centre for research purposes, particularly biographies and literature dedicated to the art of public speaking.

LITERATURE: FILM STUDY - EDWARD SCISSORHANDS
Semester 1

OUTLINE:
Students study a feature film for both its literary and visual story, as well as to further consolidate understanding of how film manipulates particular elements including light, sound, music and editing to create meaning. Edward Scissorhands explores the presence of shadowy, Gothic possibilities within a context of ‘ordinary’ suburbia and the effect this strange union may have on those who live in such an environment. It also examines concepts such as the importance of story-telling, oppositions of difference and acceptance, and the need for individuals to belong. The unusual and uncertain genre of the film that is both fairytale and suburban vignette offers rich scope for discussion. Students acquire understanding of how film, art direction, characterisation and other elements are used by a director to influence an audience’s perception.

KEY SKILLS:
The appreciation of a special ‘fantasy’ genre that imagines possibilities of human existence and difference; the ability to relate exaggerated concepts in the film to particular truths of everyday life; the development of written analytical skills in order to establish a personal response to the film.

ASSESSMENT:
Creative and interpretive responses.

RESOURCES:
Teacher hand-outs, and the Tim Burton film, Edward Scissorhands.
LITERACY: FILM AND FICTION:
CHARLES DICKENS’ GREAT EXPECTATIONS
Semester 2

OUTLINE:
The study of Great Expectations, largely via film versions but also with recourse to the original text, is designed to develop students’ ability to appreciate a story set in a complex and unfamiliar setting. They develop understanding of how different film versions represent certain purposes designed to meet the demands of particular audiences and social contexts. They consolidate their awareness of the canon of western literature, and why a single work of fiction may endure.

KEY SKILLS:
The skills of listening, viewing, reading, speaking, writing and creating cohere in the study of this novel. Students develop their ability to interpret the stated and implied meanings of a film, using evidence to support or challenge different perspectives.

ASSESSMENT:
Analytical and interpretive responses.

RESOURCES:
Teacher hand-outs, and film versions based on Charles Dickens’ Great Expectations.

YEAR 7 GEOGRAPHY

Through the study of Geography, students are encouraged to become aware of, and understand their world. Students are introduced to the fundamental skills in Geography and become aware of how natural processes and human activities shape our world.

MAPPING THE WORLD
Term 1

OUTLINE:
In this unit students are introduced to the concepts and skills central to Geography. The specific focus is on maps as a tool for understanding the world around us. Students examine different types of maps and their purpose. They also practise reading and presenting maps and graphs.

KEY SKILLS:
Apply geographical conventions in presenting and interpreting maps; use latitude and longitude and alpha-numeric grid references to locate places on maps; use print and electronic atlases to find geographical information about places.

ASSESSMENT:
Class work, presentation and interpretation of data, test.
PLACES ARE FOR LIVING IN
Term 2

OUTLINE:
This unit focuses on the concept of liveability, including factors that influence liveability, how it is perceived and the idea that spaces are managed and planned by people. Students evaluate the liveability of their own local area and investigate whether it can be improved through planning.

KEY SKILLS:
Present and interpret information on maps, graphs, photographs and in writing. Collect data at a fieldwork site, synthesise and present information collected in the field.

ASSESSMENT:
Class work, fieldwork report, test.

WATER, WATER EVERYWHERE
Term 3

OUTLINE:
This unit focuses on water as an example of a renewable environmental resource. It examines the many uses of water; the way it is valued and its different forms as a resource. Students investigate the characteristics of catchment areas and their importance. The nature of water scarcity in Australia and in other countries is examined. Key concepts include environmental sustainability and management of water resources.

KEY SKILLS:
Present and interpret data, use print and electronic sources to locate information, synthesise and present information using appropriate geographic conventions.

ASSESSMENT:
Class work, data presentation and interpretation, test.

WATER AND WEATHER
Term 4

OUTLINE:
In this unit, students examine the key processes and features of weather and climate. They analyse the impact of weather and climate on humans and natural environments and investigate how humans can prepare for and respond to atmospheric hazards such as tornadoes, cyclones and floods.

KEY SKILLS:
Construct and interpret weather maps and climographs; observe, record and interpret weather patterns; conduct independent research using electronic and print resources.

ASSESSMENT:
Mapping and graphing task, research report, test.

RESOURCES:
Atlas and textbook to be advised, fieldwork sites, Resource Centre, audio visual and online material.
YEAR 8 GEOGRAPHY

RAINFORESTS
Term 1

OUTLINE:
In this unit, students investigate and explain the geographical characteristics of rainforests. They analyse the importance of rainforests to our life on earth and investigate the impact that humans have had on rainforests. An emphasis is placed on identifying strategies that are currently being used to protect and sustainably manage the use of rainforests.

KEY SKILLS:
Analyse and present maps; collect and analyse geographical information from a variety of sources; evaluate information presented online by nonprofit organisations.

ASSESSMENT:
Class work, research task, test.

WEATHER
Term 2

OUTLINE:
In this unit, students examine the key processes and features of weather and climate. They also analyse the impact of weather and climate on humans and natural environments and investigate how humans can prepare for and respond to extreme weather events.

KEY SKILLS:
Construct and interpret climographs using software; observe, record and interpret weather patterns; interpret weather maps; conduct independent research using electronic and print resources.

ASSESSMENT:
Class work, research task, test.

YEAR 7 HISTORY

Through the study of history, students are encouraged to become aware of, and understand their world in History. They consider past and present civilisations and are encouraged to explore the characteristics and values that shape our world. The ability to analyse and evaluate primary and secondary evidence material, along with the ability to research, is central to this discipline.

PREHISTORY AND ARCHAEOLOGY
Term 1

OUTLINE:
Students will consider reasons why we study History and will gain an understanding of chronology, time lines and major eras of the past. They will look at major archaeological discoveries and important sites will be studied. Indigenous Australians will provide a focus for the study of an ancient civilisation. Why such a society is valued, its culture, traditions and way of life will be examined. Students will use primary and secondary evidence to gain knowledge of a society with an oral tradition of history. The affinity with the natural environment, hunting and gathering, the Dreaming, rites and rituals, rock, cave and sand paintings will be explored. A trip to Uluru will enable the students to learn and appreciate the complexities and wealth of indigenous culture.

KEY SKILLS:
Comprehension of primary and secondary sources. Use of appropriate evidence, note-taking.

ASSESSMENT:
Study of an archaeological site, a written project and an oral presentation on Indigenous Australians, drawing on experiences and research at Uluru, written responses to primary and secondary sources and tests.

RESOURCES:
Text: Pearson SB History 7 2011, class sets, Resource Centre, online resources, documentaries, field trip.
YEARS 7 AND 8 PROGRAM

ANCIENT EGYPT
Term 2

OUTLINE:
Students will gain an understanding of the development of another civilisation, Ancient Egypt. They will examine the political structures, religious beliefs and values, technological development, social structures, art and literature, as well as key events and significant individuals. Links with contemporary societies will also be examined. An excursion to the Archaeology department of LaTrobe University will be undertaken.

KEY SKILLS:
Evaluate historical sources, select evidence to support a point of view, develop independent research and thinking skills, identify content, origin and purpose of evidence, use a variety of forms to present understandings.

ASSESSMENT:
Mapping exercises, tests, written responses, analysis of graphic representations, class sets, Resource Centre, online resources, documentaries Text: Pearson SB History 7 2011

ANCIENT INDIA
Term 4

OUTLINE:
Students will gain an understanding of the development of Ancient Indian civilisation from the Indus Valley. They will also consider its political structures, religious beliefs and values, technological development, social structures, art and literature, key events and significant individuals. Students will explore links with contemporary societies.

KEY SKILLS:
Evaluate historical sources for meaning and evidence, identify the content, origin and purpose of historical documents, select appropriate evidence to support a point of view, develop independent research skills, develop ways to question and think creatively when looking at resources and use a variety of sources to present their findings.

ASSESSMENT:
Tests, examination of primary and secondary sources, research assignment, Night of Notables presentation.

RESOURCES:
Analysis of graphic representations, class sets, Resource Centre, online resources, documentaries, Text: Pearson SB History 7 2011.

ANCIENT GREECE
Term 3

OUTLINE:
Students will gain an understanding of the development of Ancient Greece from its earliest beginnings to an Empire. They will also consider its political structures, religious beliefs and values, technological development, social structures, art and literature, key events and significant individuals. Students will explore links with contemporary societies.

KEY SKILLS:
Evaluate historical sources for meaning and evidence, identify the content, origin and purpose of historical documents, select appropriate evidence to support a point of view, develop independent research skills, develop ways to question and think creatively when looking at resources and use a variety of sources to present their findings.

ASSESSMENT:
Debate, tests, document study, graphic analyses.

RESOURCES:
Analysis of graphic representations, class sets, Resource Centre, online resources, documentaries, Text: Pearson SB History 7 2011.
In Year 8 History students will gain an understanding of the modern period 500AD to 1750AD; from the Dark Ages, through the medieval period and the Renaissance to the Reformation and the Age of Exploration and Discovery. Students will also examine the development of an Asian society during a similar period.

THE MEDIEVAL WORLD
Term 1

OUTLINE:
This unit covers the medieval period up to 1500AD. Students will examine the mysteries of the medieval world and the changing nature of society during this period. We begin with the Norman Conquest and explore the social and political organisation of feudalism and its impact on England, with a focus on the manorial system and village life.

KEY SKILLS:
Read and analyse documents from both primary and secondary sources; understand written and visual material to use as evidence; formulate inquiry questions; develop short answers and extended responses; use historical terms in their appropriate context; analyse and synthesise information.

ASSESSMENT:
Short answer questions, document and graphic exercises, research tasks, tests, extended responses.

RESOURCES:
Class sets, documentaries, the Resource Centre, online resources, visual and written material.

MEDIEVAL LIFE
Term 2

OUTLINE:
Students will gain understanding of the main characteristics of everyday life in a medieval European society, including the influence of art, architecture and the power of the Church; the roles of leaders such as Henry II and Thomas Becket, women and the family; farming and trade and entertainment. We will explore the Black Death and examine the impact of this catastrophic event on Europe.

KEY SKILLS:
Read and analyse documents from both primary and secondary sources; understand written and visual material to use as evidence; formulate inquiry questions; develop short answers and extended responses; use historical terms in their appropriate context; analyse and synthesise information.

ASSESSMENT:
Short answer questions, document and graphic exercises, research tasks, tests, extended responses.

RESOURCES:
Class sets, documentaries, the Resource Centre, online resources, visual and written material.
AN ASIAN SOCIETY - JAPAN

Term 3

OUTLINE:
Students will explore the characteristics of another medieval society, Japan. The structure of medieval Japanese feudal society and its culture is examined, including religion and the role of the Samurai. Students will draw comparisons with Medieval Europe.

KEY SKILLS:
Read and analyse documents from both primary and secondary sources; understand written and visual material to use as evidence; formulate inquiry questions; develop short answers and extended responses; use historical terms in their appropriate context; analyse and synthesise information.

ASSESSMENT:
Short answer questions, document and graphic exercises, research tasks, tests.

RESOURCES:
Class sets, films and documentaries, the Resource Centre, online resources, visual and written material.

EXPANDING HORIZONS

Term 4

OUTLINE:
Students will gain an understanding of the origins of the Renaissance and its influence on European ideas, beliefs and values, including the revival of Greek and Roman learning and its impact on education and humanism. They will examine the reasons for and the nature of the voyages of discovery, and the redrawing of the map of the world. They will also consider the impact of western civilisation of the New World.

KEY SKILLS:
Read and analyse documents from both primary and secondary sources; understand written and visual material to use as evidence; formulate inquiry questions; develop short answers and extended responses; use historical terms in their appropriate context; analyse and synthesise information.

ASSESSMENT:
Film studies, short answer questions, document and graphic exercises, research tasks, tests.

RESOURCES:
Class sets, films and documentaries, the Resource Centre, online resources, visual and written material.
YEAR 7 INFORMATION TECHNOLOGY

OUTLINE:
The Year 7 course has three strands, programming, presentation skills, and multimedia. Students build and program robots to complete a series of missions and use programming languages to create computer-based games. Excel skills are developed and students explore data manipulation and presentation and learn to use Excel formulas and functions. The multimedia unit focuses on Adobe Creative Suite, particularly Photoshop and Dreamweaver.

KEY SKILLS:
Manipulation and understanding of the software, responsible computer and network use, proficient file management skills and the application of appropriate functions and techniques is common to all strands. In the programming unit, students further develop their ability to think logically, apply problem-solving skills, reflect upon their results and make necessary changes.

ASSESSMENT
Students complete a series of small classroom-based tasks and larger projects for each unit.

RESOURCES
Computer and network software, class provided materials.

YEAR 8 INFORMATION TECHNOLOGY

OUTLINE:
The Year 8 course follows the three strands introduced in Year 7 mainly, programming, presentation skills and multimedia. In Year 8 students create games using object-oriented programming and at least two programming languages. Microsoft Access is used to create databases and develop an understanding of database structure and terminology. Students develop database queries and reports and present these using appropriate conventions and formats. The multimedia unit is film-making and focuses on the techniques used to create and edit video.

KEY SKILLS:
Manipulation of relevant software, responsible use of school computers and the school network, proficient management of personal files; appropriate use of conventions for presenting information and evaluating the finished product against the audience needs; problem-solving when encountering technical difficulties.

ASSESSMENT:
Correct technique and procedures, observation of student application, student self-monitoring of progress; correct file management; adherence to the accepted protocols associated with technology in shared environments; graded assessment of key tasks, folio of completed tasks in each of the software tools. Resources: MS Office, Inspiration, Adobe Master Collection, Audacity, XCode, Unity 3D, Blender and Internet Explorer.
LOTE

Learning a Language Other Than English (LOTE) contributes to the development of inter-culturally aware citizens through an understanding of languages, culture and humanity. Research indicates that learning languages promotes and develops reflective, deep and creative thinking. In Years 7 and 8, all students study French and select either Latin or Japanese for the two-year program. French students are grouped into continuing and beginners’ classes for the duration of the two years, based on their previous experience in the language.

YEAR 7 FRENCH

OUTLINE:
The Year 7 course follows the adventures of young people living in France and Australia. Topics include: greetings, asking and giving names and nationalities, numbers, including dates, ages, addresses and phone numbers, describing animals and discussing pets, descriptions of family and people in general, including personality and appearance, discussing school subjects and timetables, saying which hobbies and sports one likes and does not like, food and drink, including how to order in a French restaurant or cafe, and describing the rooms of the house. Cultural components are introduced concurrently and include the French school system, the family, comparisons of eating customs, celebrations and festivals in France and the annual Tour de France bike race. Oral communication is encouraged and listening skills are developed through the use of videos and recordings of French native speakers. Writing at this stage is carefully structured and songs, rhymes and games are also used to enrich the students’ experience of the language. CD-ROM activities support and extend the work covered in class.

KEY SKILLS:
Speaking, listening, reading and writing.

ASSESSMENT:
Quizzes, tests, oral presentations and role plays.

RESOURCES - ONGOING:
Equipe Nouvelle 1 Student Book and Workbook;
Equipe Nouvelle, 2 Student Book and Workbook

YEAR 8 FRENCH

OUTLINE:
The Year 8 course continues to follow the daily events and special occasions in the lives of teenage characters in France and Australia. Topics include: describing clothing for different occasions, identifying body parts and expressing ailments, talking about free time and leisure activities, explaining what one does at different times of the day, and discussing holidays, travel, countries and capitals, and visits to France. The cultural component extends the students’ knowledge of relevant and varied aspects of life in France and other French speaking countries. Students are also provided with many realistic situations in which to practise their French through role plays and other oral activities.

KEY SKILLS:
Speaking, listening, reading and writing.

ASSESSMENT:
Quizzes, tests, oral presentations and role plays.

RESOURCES:
Equipe Nouvelle 2 Student Book and Workbook

RESOURCES - BEGINNERS:
Equipe Nouvelle 1 Student Book and Workbook
YEAR 7 LATIN

OUTLINE:
The Year 7 Latin course has a dual focus, comprising not only the language and literature of Ancient Rome, but also its rich history and culture. Latin is the source of almost half of the words in the English language today and it has long been recognised that learning Latin is an invaluable way to bolster one's vocabulary and achieve grammatical accuracy. Year 7 students follow the Cambridge Latin Course, a graduated reading program, which focuses on life in Ancient Rome and has been carefully designed to introduce students to the vocabulary and grammar of Latin through a series of entertaining stories. Each chapter focuses on a set of new words which are then linked to their English derivatives. Students will learn about grammatical constructions which are implicit in contemporary English and consequently, be able to improve and refine their English written expression. Given the status of the language today, reading comprehension takes predominance over spoken language; however, students are encouraged to read aloud to improve the fluency of their comprehension. Work from the textbook is complemented on a regular basis by on-line activities, incorporating interactive games and drills.

KEY SKILLS:
Reading, listening and speaking.

ASSESSMENT:
Quizzes, tests, short research tasks.

RESOURCES:
Cambridge Latin Course, Unit 1.

YEAR 8 INDONESIAN

OUTLINE:
The Year 8 course continues to follow the daily events and special occasions in the lives of four teenage characters in Bali. The emphasis continues to be on the development of communicative skills; however, students are also increasing their understanding of Indonesian through increased use of basic grammar. Topics include: school subjects, timetables and the school program; numbers, including dates, ages and addresses; describing animals and discussing pets; descriptions of family and people in general, including personality and appearance; identifying body parts and expressing ailments; explaining what one does at different times of the day; and talking about travelling to different parts of Indonesia. The cultural component extends their knowledge of relevant and varied aspects of life, not just in Bali, but also in Indonesia and includes festivals and celebrations, jamu and traditional medicines; cultural performances in Bali; and ethnic groups in Indonesia. Through role plays and other oral activities, students continue to practise their Indonesian.

KEY SKILLS:
Speaking, listening, reading and writing.

ASSESSMENT:
Quizzes, tests, oral presentations and role plays.

RESOURCES:
Bagus Sekali! 1 Student Book and Workbook.
YEAR 7 JAPANESE

OUTLINE:
The Year 7 course introduces students to simple spoken and written language, as well as Japanese culture and geography. The study of new scripts is also an integral part of the course, and hiragana symbols and basic kanji characters are taught through picture flashcards, card games and other fun activities. Topics include: myself and family, daily greetings and expressions, numbers to 100, my town, teenage culture in Australia and Japan, Japanese dishes, ordering food and drink at a restaurant, likes and dislikes, weekly routines and popular after-school activities. Speaking and listening skills are developed from an early stage through simple role plays, classroom interactions and the use of audio-visual material, while writing skills are acquired in carefully structured contexts relevant to the topics studied. This is supplemented by a broad range of interactive language activities in the digital textbook which is accessible in class and at home for further consolidation. Various arts and crafts activities based on seasonal festivities, as well as films, music and cooking, are organised regularly to enhance students’ understanding of the Japanese culture.

KEY SKILLS:
Speaking, listening, reading and writing.

ASSESSMENT:
Quizzes, tests, oral presentations and role plays.

RESOURCES:
iiTomo 1 Student Book, Activity Book and Pearson Reader digital textbook.

YEAR 8 JAPANESE

OUTLINE:
The Year 8 course continues to develop skills in spoken and written language, while allowing students to consolidate their mastery of hiragana symbols and extending their knowledge of kanji characters. Topics include: telling time, daily routines, school life, extra-curricular activities, school events and excursions, seasons, calendar months and dates, transport, leisure and holidays, mobile phones, parts of the body, physical features, anime and manga, birthdays, special celebrations and Japanese festivals. Speaking and listening skills are developed through role plays, classroom interactions and the use of audio-visual material, while writing skills are acquired in carefully structured contexts relevant to the topics studied. This is supplemented by a broad range of interactive language activities in the digital textbook which is accessible in class and at home for further consolidation. The cultural components extend the students’ understanding of the Japanese culture, people and lifestyle through various in-house activities such as films, music and cooking as well as interacting with students from our sister school in Japan, Yokohama Eiwa, by exchanging letters and participating in an excursion with Eiwa exchange students.

KEY SKILLS:
Speaking, listening, reading and writing.

ASSESSMENT:
Quizzes, tests, oral presentations and role plays.

RESOURCES:
iiTomo 2 Student Book, Activity Book and Pearson Reader digital textbook.
YEAR 7 MATHEMATICS

OUTLINE:
The following areas of study are the focus for the curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands and are assessed by in-class activities, topic tests and application and analysis tasks. Digital technology, including scientific calculators, is utilized where appropriate. Students follow the course described by the Australian Curriculum.

For further information please see: http://ausvels.vcaa.vic.edu.au/

NUMBER AND ALGEBRA

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers. They investigate number properties including primes, composites, factors and multiples. Students apply tests of divisibility and make simple estimates to judge the reasonableness of results. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students solve problems involving all four operations with fractions and express answers in the simplest form. Students use variables to represent arbitrary numbers, connect the laws and properties of numbers to algebra and substitute numbers into algebraic expressions. They assign ordered pairs to given points on the Cartesian plane and interpret and analyse graphs of relations from real data. Students develop simple linear models for situations, make predictions based on these models, solve related equations and check their solutions.

MEASUREMENT AND GEOMETRY

Students use formulas for the area and perimeter of rectangles. They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. Students name the types of angles formed by a transversal crossing parallel line and solve simple numerical problems involving these lines and angles. They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. Students calculate volumes of rectangular prisms.

STATISTICS AND PROBABILITY

Students identify and discuss issues involving the collection of discrete and continuous data from primary and secondary sources. They construct and analyse a variety of graphs and interpret data from frequency tables. Students identify and calculate mean, mode, median and range for data sets. They describe the relationship between the median and mean in data displays. Students determine the sample space for simple experiments with equally likely outcomes, and assign probabilities outcomes.

KEY SKILLS:
Knowledge and understanding of basic facts; use and application of basic facts and skills in routine and non-routine contexts; communicating mathematical understanding, appropriate and effective use of technology.

ASSESSMENT:
Application and analysis tasks, topic tests.

RESOURCES:
Text: Essential Maths for the Australian Curriculum Year 7, Greenwood et al, Cambridge, TI-30XB calculator
YEAR 8 MATHEMATICS

The following areas of study are the focus for the curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands and are assessed by in-class activities, topic tests and application and analysis tasks. Digital technology, including scientific calculators, is utilized where appropriate. Students follow the course described by the Australian Curriculum.

For further information please see:

NUMBER AND ALGEBRA

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers. They can apply the index laws using integer indices to variables and numbers. They understand and use the number pi in context. Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students evaluate algebraic expressions using knowledge of directed numbers and arithmetic and they create algebraic models. They formulate and solve problems involving linear equations and inequalities and graph linear relationships on the Cartesian plane.

MEASUREMENT AND GEOMETRY

Students convert between units of measurement for length and area. They find the perimeter and area of parallelograms, trapezium, rhombi and kites. They transfer and adapt their knowledge to find perimeter and area of composite shapes. Students name the features of circles, calculate circumference and area, and deduce the properties of quadrilaterals. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They use tools, including digital technology, to construct congruent shapes.

STATISTICS AND PROBABILITY

Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of ‘not’, ‘and’ and ‘or’. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.

KEY SKILLS:
Knowledge and understanding of basic facts; use and application of basic facts and skills in routine and non-routine contexts; communicating mathematical understanding; appropriate and effective use of technology

ASSESSMENT:
Application and analysis tasks, topic tests.

RESOURCES:
Text: Essential Maths for the Australian Curriculum Year 8, Greenwood et al, Cambridge, TI-30XB calculator
YEAR 7 MUSIC

OUTLINE:
Year 7 classroom music is designed to broaden awareness and understanding of music. Students continue work on musical skills: understanding music notation; aural perception; theoretical knowledge; analysis of music; and the appreciation of style and cultural context of music. Musical repertoire set for study ranges from Western Art Music to traditional musics from various regions around the world. New techniques in music composition are introduced, along with learning basic skills in the computer music notation program, Sibelius. Solo and small group performance activities focus on developing critical listening skills. Students are introduced to basic keyboard skills. Some scope is given to students to determine the mode and content of their learning to suit individual stages of musical development and personal interests.

KEY SKILLS:
Analytical listening, rhythmic perception, pitch perception, ensemble performance, composition.

ASSESSMENT:
Performance tasks, composition tasks, analysis tasks, aural and theory exercises, participation in class.

RESOURCES:
Worksheets, classroom instruments, music computer lab and class texts.

YEAR 8 MUSIC

OUTLINE:
Year 8 students continue work on music skills: music literacy, aural perception, theoretical knowledge, musical analysis, and the appreciation of style and cultural context of music. Musical repertoire set for study ranges from Western Art Music and Contemporary Classical Music to traditional musics from various regions around the world. New techniques in music composition are introduced along with learning further skills in the computer music programs Sibelius and Garageband. Solo and small group performance activities focus on developing critical listening skills and students continue to develop their keyboard, vocal and percussion skills through both formal and informal learning practices. Basic guitar skills are also introduced through class work and small ensembles. More scope is given for students to determine the mode and content of their learning to suit individual stages of musical development and personal interests.

KEY SKILLS:
Analytical listening, research skills, rhythmic perception, pitch perception, ensemble performance, composition.

ASSESSMENT:
Performance tasks, composition tasks, analysis tasks, research tasks, aural and theory exercises, class participation.

RESOURCES:
Worksheets, classroom instruments, music computer lab and class texts.
PHYSICAL EDUCATION

YEARS 7 AND 8

In Years 7 and 8, students are provided with the opportunity to participate in a range of practical units that allows them to develop new and existing skills. Students participate in a wide range of sports that promotes positive attitudes towards physical activity, movement, fitness and skill development. The prescribed curriculum may alter once the National Curriculum is finalised.

The Physical Education course is designed to enable students to:

- develop a commitment to achieve their personal best
- develop a positive attitude towards physical activity
- participate in a wide variety of sports with a spirit of co-operation and good sportsmanship
- participate in various sports to develop an appreciation of lifelong participation
- increase their understanding of the rules, tactics and strategies of a range of sports
- and participate in traditional and non-traditional sports to consolidate existing and develop new skills.

In Year 8, students also participate in three introductory rowing sessions, with two sessions held at the Yarra Yarra boat sheds where they learn basic rowing techniques and familiarise themselves with rowing equipment.

OUTLINE:
Students extend their game knowledge and tactical play in sports such as softball, basketball, cricket, soccer, netball, hockey and athletics. They develop their awareness of others by learning to work in teams. Students are provided with the opportunity to participate in a variety of movement activities including dance, gymnastics, cheerleading and circus skills.

KEY SKILLS:
Catching, throwing, dribbling, striking, fielding, kicking, skipping, movement, executing correct technique, co-operation and team work.

ASSESSMENT:
Major skills checklist for each sport.

RESOURCES:
All equipment is provided by the School (except mouthguards).

SPORT

At Fintona, we love to see our girls active in the sporting arena whether it is competitive, social, for fitness or fun. We encourage all students to be active in some capacity and we have a wide range of sporting activities on offer to promote this.

Fintona is a member of the Girls Sport Victoria (GSV) Inter-school Sport Competition which gives girls the opportunity to represent the School in inter-school sport as well as various weekly sport competitions.

Please refer to the co-curricular table on pages 3 & 4 for the Inter-school sports available at Years 7 & 8.
YEAR 7 SCIENCE

Students are introduced to Science and its various branches, and to laboratory equipment and safety skills, to allow them to gain and apply knowledge and skills through experimental and assignment work. Throughout the course, reference is made to current technologies and practice and how these may impact on other areas of society and involve ethical considerations. Students examine science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. Students also develop a project for the Victorian Science Talent Search.

AN INTRODUCTION TO SCIENCE

OUTLINE:
This unit introduces students to the different fields of Science. They learn the names of scientific equipment and perform simple experiments in order to learn to use equipment correctly. Students identify questions that can be investigated scientifically. They design experiments identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

KEY SKILLS:
Recognition and naming of scientific equipment; performing scientific experiments; recording observations; measuring; analysing results; drawing conclusions; identification of hazards associated with particular procedures and equipment; display safe and responsible work practice; problem solving.

ASSESSMENT:
Safety poster and written work, written practical reports, research project on a famous scientist, topic test.

CHEMICAL SCIENCES – THE PARTICLE MODEL AND MAKING AND SEPARATING MIXTURES

OUTLINE:
The properties of the different states of matter are explained in terms of the motion and arrangement of particles. Students are introduced to the particle model and use physical property materials to classify them as solids, liquids or gases. Students learn the scientific terms used in relation to the preparation of mixtures. The solubility of substances in water is explored in relation to the numerous methods of separation available to scientists. Practical applications of this in the industry and exploring and comparing separation methods used in the home, are also discussed.

KEY SKILLS:
Assist, design and carry out investigations involving variables; record observations and data correctly; draw conclusions based on collected data; identify hazards associated with particular procedures and equipment; display safe and responsible work practice; problem solving.

ASSESSMENT:
Written practical reports, topic test, written work, research on water purification, recycling or biodegradability.

BIOLOGICAL SCIENCES - CLASSIFICATION OF ORGANISMS

OUTLINE:
Students explore the classification of organisms, how and why you might organise living things into groups and applications of classification. They identify patterns of similarities and differences in a range of living things, including plants and animals. Binomial nomenclature is introduced to students. They construct and use dichotomous keys.

KEY SKILLS:
Observation; interpretation and evaluation; record keeping; making and using dichotomous keys and field guides; making inferences; analysing data; sequencing; classifying.

ASSESSMENT:
Topic test, practical work, chart of animal phyla, project on organisms, written work, dichotomous key.
BIOLOGICAL SCIENCES - ECOLOGY

OUTLINE:
Students are introduced to the concept of solar energy and how it may be responsible for the changes observed in the interactions between organisms, food chains and food webs. Human impact on local habitats, such as deforestation, agriculture or the introduction of new species on the balance of ecosystems is explored. The permanent change to ecosystems as a response to the introduction of non-native species is examined. Specific examples of human activity, such as the use of fire by traditional Aboriginal people and the effects of palm oil harvesting in Sumatra and Borneo are researched.

KEY SKILLS:
Observation; interpretation; analysing and applying knowledge; research; digital technology; working co-operatively; microscope skills.

ASSESSMENT:
Topic test, practical work, written work, computer simulation, research assignment.

RENEWABLE AND NON-RENEWABLE RESOURCES

OUTLINE:
Renewable and non-renewable resources are studied and in particular, emphasis is placed on the water cycle. Students consider what is meant by the term ‘renewable’ in relation to the Earth’s resources and research timescales for regeneration of resources. Factors that influence the water cycle, changes of state and how human management of water impacts on the water cycle are explored. A comparison between renewable and non-renewable energy sources, including how they are used in a range of situations, is drawn.

KEY SKILLS:
Interpreting and applying knowledge; researching; processing and analysing data and information; making inferences; digital technology.

ASSESSMENT:
Topic test, written work, digital presentation.

EARTH AND SPACE SCIENCES - SPACE SCIENCE

OUTLINE:
Students revise their knowledge of the Solar System, and then explore predictable phenomena, including seasons and eclipses as caused by the relative positions of the sun, moon and Earth. They model the relative movements of the Earth, sun and moon comparing times for the rotation of each, and comparing the times for the orbits of Earth and the moon. New technologies and recent advances are discussed.

KEY SKILLS:
Interpreting and applying knowledge; researching; processing and analysing data and information; making inferences; digital technology; presentation of research.

ASSESSMENT:
Topic test, written work, assignment.

MOTION, FORCES AND GRAVITY

OUTLINE:
Students are introduced to motion and the effect of unbalanced forces on an object. They use everyday examples of machines, tools and appliances to show an understanding of force and motion. Explanations of how gravity affects objects on the surface of Earth and how it keeps planets in orbit around the sun are explored. Practical applications, such as designing and constructing simple structures (for example, a bridge, or a skyscraper), are undertaken.

KEY SKILLS:
Modelling; designing; construction; classification; research; digital technology; observation; problem solving; record keeping; analysis and synthesis.

ASSESSMENT:
Research assignment, experimental reports, written work, topic test.
SCIENCE TALENT SEARCH

OUTLINE:
Students investigate a scientific topic of their choice. Their presentation can be as a poster, game, DVD, photographic display, computer game, creative writing piece, model or invention.

KEY SKILLS:
Observation; interpretation; research; making inferences; analysing data; problem solving; working co-operatively; record keeping; addressing key criteria carefully.

ASSESSMENT:
Project. This is assessed internally and the higher quality projects are entered into the Victorian Science Talent Search.

RESOURCES
Prescribed textbook, Pearson, microscopes, microscope slides, DVDs, preserved specimens of organisms, plant samples, models, LEGO, internet, Resource Centre, excursions, incursion, Year 7 Central Australia Trip. Scientific equipment and materials are supplied by the School.

YEAR 8 SCIENCE

Students’ knowledge pertaining to the previous year’s work is expanded to allow them to gain and apply knowledge and skills through more sophisticated experimental and assignment work. Throughout the course, reference is made to current technologies and practice and how these may impact on other areas of society and involve ethical considerations. Students examine science knowledge used in occupations.

They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. Students also enter an experimental research project for the Victorian Science Talent Search.

RESEARCH TECHNIQUES AND SCIENCE TALENT SEARCH

OUTLINE:
Students identify and construct questions and problems that they can investigate scientifically. Each individual or pair of students designs an experiment of their choice, investigates and writes a scientific experimental report for possible entry into the annual Victorian Science Talent Search. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

KEY SKILLS:
Modelling; experimental design; experimentation; research; hypothesising; observation; problem solving; record keeping; measuring; sampling; graphic representation of results; drawing valid conclusions; scientific report writing; digital technologies and safe laboratory practices following key criteria carefully.

ASSESSMENT:
Topic test, experimental research report.
YEARS 7 AND 8 PROGRAM

CHEMICAL SCIENCES - CHEMISTRY

OUTLINE:
Students develop an awareness of atoms as building blocks of substances and as being grouped differently during chemical reactions. They practise locating elements on the periodic table and discover that elements and simple compounds can be represented by symbols and formulae. Differences between elements, compounds and mixtures are described at a particle level. The students explore the differences between chemical and physical changes. Emphasis is placed on the production of new substances through chemical change.

KEY SKILLS:
Experimentation, research, observation, problem solving, record keeping, scientific report writing, modelling and safe laboratory practices.

ASSESSMENT:
Experimental reports, written work, topic test.

BIOLOGICAL SCIENCES - CELLS

OUTLINE:
Students learn to use stereo dissecting, digital and compound light microscopes. They prepare wet mounts for viewing, and explore organisms at the cellular level. They study structures for both plant and animal cells and investigate various types of cells and how they function. Students connect growth, repair and reproduction to cell division, online footage and digital simulations are employed to illustrate and study mitosis.

KEY SKILLS:
Use of microscope, manipulative skills, observation, interpretation, making and viewing microscope slides, sketching, making inferences, analysing data, classifying, identifying, working co-operatively, modelling.

ASSESSMENT:
Topic test, practical work and reports, written work, microscope drawings, model of a cell.

BIOLOGICAL SCIENCE - BODY SYSTEMS

OUTLINE:
Multi-cellular organisms contain systems of organs that carry out specialised functions enabling them to survive and reproduce. Students explore the structure and function of the main organs and systems relating to digestion, circulation, respiration and excretion in humans. The comparison of similar systems in different organisms such as digestive systems in herbivores and carnivores, reproductive systems of organisms and respiratory systems in fish and mammals is incorporated into this unit. Digital simulations, visual media and dissection of organs are used as teaching aids. Current medical advances relating to these systems are also investigated.

KEY SKILLS:
Safe and correct procedure for dissection, correct maintenance of dissection equipment, experimentation, observation, report writing, research, identification and analysis.

ASSESSMENT:
Topic tests, practical work and reports, written work, assignments.

EARTH AND SPACE SCIENCES - GEOLOGY

OUTLINE:
The structure of the earth and its constantly changing surface is investigated. Students explore the formation and identification of fossils and the three common rock types: sedimentary, igneous and metamorphic. They explore some of the different minerals found in rocks and recognise that some rocks and minerals, such as ores, provide valuable resources. In addition, students consider the role of forces and energy in the formation of different types of rocks. Practical application includes identification of a range of common rock types using a key based on observable physical and chemical properties.

KEY SKILLS:
Experimentation, predicting, analysing, applying knowledge, observing and classifying, research, report writing, digital technologies.

ASSESSMENT:
Topic test, practical work and reports, written work, assignments.
PHYSICAL SCIENCES - ENERGY

OUTLINE:
Students are introduced to energy and investigate different forms of energy. These include kinetic, heat and potential energy, in terms of the effects they cause. Flow diagrams are used to illustrate changes between different forms of energy and develop an understanding of the nature of energy. Students construct an energy efficient house, illustrating environmental efficiency when harnessing and/or conserving different energies. The use of energy as a renewable source is incorporated into this unit.

KEY SKILLS:
Experimentation, observation, classification, analysis, interpretation and application of knowledge, digital technologies, model building.

ASSESSMENT:
Topic test, recording of practical work and reports, model of an energy efficient house.

RESOURCES:
Prescribed textbook, Pearson Science 8, DVDs, online resources, computer simulations, excursions, incursions, scientific equipment and materials supplied by the School.

YEAR 7 VISUAL ARTS

In Years 7 and 8 students are introduced to a variety of different ways art can be created. Students explore a range of materials and techniques and are encouraged to develop individual ideas in their practical work. Assignments on artists develop an appreciation of art works from different cultures and an awareness of different artistic identities.

SEMESTERS 1 AND 2

OUTLINE:
The Year 7 course explores creating art by experimenting with different media, techniques and approaches to making artworks. Practical work is developed using a design process which enables students to make informed artistic decisions. Through this approach different ideas, working methods and solutions are explored.

Each unit (listed below) explores a range of creative and observational skills and focuses on different design elements. Students are encouraged to create valid, vivid and exciting images that express their ideas. Through discussion, personal evaluation and written tasks, an appreciation of art works from different cultures develops and encourages student awareness of the Visual Arts as an integral part of our culture.

UNITS OF STUDY:
Ceramics: Pinch Pot Sculpture
Lino Printing
Design: Monograms/one point perspective drawing
Drawing: Automatist drawing
Painting: Watercolour painting Textiles: Functional textile work
Art Appreciation: Introduction to art terminology

KEY SKILLS:
Generate and develop ideas expressively when making and presenting art works; demonstrate a range of skills, techniques and processes; describe how the organisation of artworks communicates ideas and feelings; and demonstrate an understanding of the ways in which artworks reflect cultural and historical perspectives.

ASSESSMENT:
Art Production: a practical folio comprising drawing, painting, textiles, printmaking, pastel works and hand built ceramics.
Art Appreciation: set class exercises, oral discussion and submission of a visual diary.

RESOURCES:
Provided by the School.
YEARS 7 AND 8 PROGRAM

YEAR 8 VISUAL ARTS

SEMESTERS 1 AND 2

OUTLINE:
The program at Year 8 aims to build on the experiences, skills, techniques, knowledge and understanding developed in Year 7. The Year 8 course recognises that students are capable of more sophisticated work and have an increased competence in the use of materials, processes, and techniques. Students explore the range of art activities listed below through the structure of a design process. A range of new concepts and ideas are explored which enable students to further develop and express their own personal ideas.

Through discussion and written responses to artworks, students develop an awareness of different expressions of artistic identity and explore and refine personal points of view about the meanings and messages of artworks.

UNITS OF STUDY:
Textiles: Decorative non-functional textiles
Design: Two point perspective
Design: Symbology
Ceramics: Hand-building technique of slab construction
Printmaking: Intaglio printing
Painting: Acrylic painting on paper or canvas board
Art Appreciation

KEY SKILLS:
Generate and develop ideas expressively when making and presenting art works; demonstrate a range of skills, techniques and processes; describe how the organisation of artworks communicates ideas and feelings; demonstrate an understanding of the ways in which artworks reflect cultural and historical perspectives.

ASSESSMENT:
Art Production: a practical folio comprising painting and drawing explorations, a completed painting, textiles and hand built ceramics.
Art Appreciation: set class work and a written assignment.

RESOURCES:
Provided by the School.