



STAGE 5 ADDITIONAL (ELECTIVES) STUDIES

SUBJECT SELECTION GUIDELINES

2020

Stage 5 Additional Studies

Information for Parents and Students

Course Pattern

All students at NEGS must study during Years 9 and 10:

English	200 hours
Mathematics	200 hours
Science	200 hours
History / Geography	200 hours
Additional Studies	400 hours
Christian Studies	75 hours
Personal Development, Health and Physical Education	150 hours

Record of School Achievement (ROSA)

Students who successfully complete Year 10 qualify for a ROSA from NESAs. Any student who leaves after completing Year 10 but before they complete the HSC receives a ROSA. The ROSA from NESAs shows:

- The Grades approved by NESAs allocated to each student in English, Mathematics, Science, Geography and History as determined by the School's Assessment Program;
- The Grades approved by NESAs allocated to each student for all 200 hour and 100 hour Additional Studies Courses undertaken in Years 9 and 10, determined by the School's Assessment Program;
- A Statement of Satisfactory experience in:
 - Design and Technology*
 - Music*
 - Visual Arts*
 - Physical Education*
 - Australian History*
 - Australian Geography*at some stage over the Years 7-10 at the School.

Students who complete Year 12 will receive the HSC credential.

Assessment

Students receive an Assessment Handbook at the beginning of Year 10 that outlines the number, nature of and weight of Assessment Tasks to be completed in each subject.

At the conclusion of the Assessment Program, each student is allocated a grade such that:

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
- N** Non-satisfactory completion of the subject

These grades are based on guidelines provided by NES A for each subject.

Transferring Students

Students who complete a minimum of 100 hours of an Additional Studies Course (often in Year 9) and then transfer to another school where they are unable to continue with that Course, can be awarded a grade in that course on their ‘Record of Achievement’.

Additional Studies (Electives)

During Years 9 and 10 students can study up to 6 different electives. They can choose to do an elective for both Years 9 and 10 (200 hours) or in either Year 9 or Year 10 (100 hours).

The current lines on offer for Years 9 and 10 are (**NB** this will most likely be different in 2020):

<i>Line 1</i>	<i>Line 2</i>	<i>Line 3</i>
iStem	Commerce	Design and Technology
Physical Activity & Sports Studies	Agriculture	Music
Textiles	Physical Activity & Sports Studies	Visual Arts
		Agriculture
		Talented Athlete Program
Extra-curricular	Extra-curricular	Extra-curricular

* Students choose 3 different electives – one from each line.

Note: subjects offered on multiple lines can only be chosen once.

Prerequisites

With the exception of languages, none of the subjects offered is mandatory for selecting those subjects for continuation into Years 11 and 12. If students wish to study languages in Year 11 they would need to do a language for 200 hours (2 years).

Extra curricular line

In 2020 girls who do extra curricular lessons or special programs at NEGS will be able to elect to have one of the 3 elective lines free to be able to work on these courses.

The extra-curricular elective may be utilised by students who are having extra-curricular lessons in Equestrian, Music or Drama or participating in other special courses including the Scholars program, Learning Support, a Distance Education course or an elite sporting program.

Those students in the Talented Athlete Program will utilise one of the lines for this program. This will count as one of their three choices. These students cannot select extra-curricular on their other subject lines.

There are 5 periods that are devoted to each elective line and these would be available to the student for extra-curricular lessons/special courses or study periods.

The **conditions** for selecting ONE extra curricular elective are as follows:

1. Students must be intending to study an extra-curricular subject /special course at NEGS for the whole year.
2. Students will slot in at least ONE extra-curricular lesson PER WEEK in the times on the free elective line.
3. Students not having a designated lesson in any of the remaining periods will sign in at the library for a study period.
4. Students who wish to practise music in the Music block in one of the study periods will need to have the written permission of the Music Coordinator.
5. Equestrian students will NOT be able to go to the Equestrian Centre unless they have a designated riding lesson.
6. If the extra-curricular teachers are not available in any of the 5 periods the student will need to select another elective on that line.
7. The students doing the special courses (Distance Education, Scholars or Learning Support) will also need to negotiate lesson times with the appropriate teachers.
8. Any abuse of the system would result in the student losing the right to the extra curricular elective.
9. **All students who wish to be considered for this option will complete an application which will need to be signed by the parent, the relevant HoD and the Year Advisor.**

**Please note: the booklet containing subject information is available on the NEGS Parent Portal.

AGRICULTURAL TECHNOLOGY - COURSE 1 AND 2

Introductory Course Description

The study of Agricultural Technology develops a knowledge and understanding about a range of agricultural practices. This course also develops the students' ability to respond to human needs and emerging opportunities and develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products.

Course Content

Agricultural Technology will include the following topics completed in a year A / B rotation.

Year A

Beef Cattle Production
Property Planning Competition
Vegetables
Pigs and Poultry

Year B

Sheep Production
Property Planning Competition
Soils and Pasture
Dairy Cattle/Goats

Agricultural Technology includes a minimum of 50% practical activity. Students are also involved in the daily running of the school farm. Additional practical skills include supervised tractor and Ag bike riding and fencing.

Extra curricula activities for this subject include visits to local farms, livestock competitions, property planning competition, university (UNE) agriculture facilities and field days such as Gunnedah AgQuip.

Skills Developed

Students studying Agricultural Technology will develop:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing cooperative and safe work practices in agricultural contexts.

Assessment Overview

Tasks will occur throughout the course and will assess knowledge, understanding and practical skills. Students will be assessed both theoretically and practically.

Future Directions in the Senior Years

This course leads into Stage 6 Agriculture and provides a well-developed background for this Senior Studies Course.

COMMERCE

Commerce can be taken as a 100 or 200 hours course. The course is broken into two strands that run in alternate years.

Commerce I (100 hours) 2020	Commerce II (100 hours) 2021
<ol style="list-style-type: none">1. Consumer Choice2. Investing3. Personal Finance4. Promoting and Selling5. Travel	<ol style="list-style-type: none">1. Our Economy2. Running a Business3. Law in Society4. Employment Issues5. Towards Independence

Commerce provides the knowledge, skills, understanding and values that form the foundation for students to make sound decisions about consumer, financial, business, legal and employment issues. It develops an understanding of the commercial and legal processes and competencies for personal financial management.

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. It emphasises the use of information and communication technology and promotes social responsibility.

Skills Developed

Commerce draws on a wide variety of skills outcomes.

Assessment Overview

Assessments include inquiry-based research assignments and projects, problem solving and simulation activities as well as practical activities such as the construction of spreadsheets for the analysis of personal budgets, evaluation of effective legal measures and remedies in a range of commercial transactions and work environments, fieldwork activities and presentations such as role plays and PowerPoint presentations.

Future Directions in the Senior Years

Students who have completed Commerce have a pathway into Stage 6 HSIE, including Business Studies, Legal Studies and Economics

DESIGN AND TECHNOLOGY - COURSES 1 and 2

Introductory Course Description

Design and Technology Courses 1 and 2 provide students with the opportunity to apply the design process to a range of practical design briefs and to use related knowledge and skills to solve problems. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop higher order thinking. The design process caters for a variety of student needs, abilities and interests.

Note: Course 1 is 100 hours and it is recommended that students further develop skills by also completing Course 2, which is a further 100 hours.

Course Content

- A strong emphasis is placed on practical projects and the documentation of their development.
- The Core Content Areas such as Activity of Designers and Design Processes will be integrated into each work unit.
- Students undertaking the 100-hour course are required to complete a minimum of two and a maximum of four units of work that address at least two focus areas of design.
- There are 25 possible focus areas that may be selected for projects. Each school chooses the focus areas that are relevant to students' needs and interests, school resources and teaching expertise. Information and Communication Technologies (computing) tasks will be integrated.

Skills Developed

The skills developed in Design and Technology are useful in a wide variety of career choices. Key skills developed in the course include:

- Problem solving
- Producing quality design solutions
- Managing resources
- Communications
- Skills in innovation, creativity and enterprise.

Course Projects

Students undertake a number of practical design projects based on solving design briefs, through the application of the design process, knowledge and skills. Each practical project is supported by documentation of the problem solving process in a process diary/portfolio. Design briefs will be selected to enhance student-learning experiences and may include projects based on: Promotional Material, Interior Design, Jewellery Design, Graphic Design Food Marketing or Materials Technology such as wood, mosaics and desktop publishing.

Assessment Overview

- The practical process of solving Design Briefs forms the basis of the assessment program.
- Documentation of the processes will be assessed in the folio/diary that supports each practical project.
- Each unit of work also has a body of theoretical content that will be assessed formally in a test.
- Self-evaluation by the student is required for each of their projects. The syllabus outcomes are assessed through a wide variety of assessment procedures such as: Practical projects, written and oral reports, experiment reports, fieldwork and aesthetic design tasks.
- To enable each student to demonstrate their knowledge and skills.

Future Directions in the Senior Years

Design and Technology is offered at NEGS as both a Preliminary and HSC 2 unit course. The HSC Design and Technology course places a strong emphasis on practical skills evident in the Major Design Project. This project accounts for 60% of the student's HSC score, and the HSC exam is worth 40%

DRAMA

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on, and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Assessment Overview

The Drama course is 60% practical/performance and 40% theoretical.

Assessment Tasks Include

Monologues

Group Devised Performance/s

Individual Project – script writing, costume design, set design, film and lighting design.

Analytical response to a play/performance/practitioner

Drama in the Senior Years

Students intending to complete the 2 Unit HSC Drama Course are encouraged to participate in Stage 5 Drama as the skills are transferable and relevant and provide a well-developed foundation for this highly specialised course.

Mandarin (Chinese)

Introduction Course Description

The Mandarin Course for Stage 5 (Years 9 & 10) is offered to students who have completed beginner Mandarin course and wish to further their linguistic skills to attain a level of communicational and cultural competency to interact with others in an effective, practical and functional manner. This course aims to provide interesting, useful, bilingual, digital and multimodal content in a fun and communicative language teaching environment to foster modern language learning through both creative team/group collaborations and consolidated individual work.

Course Content

Mandarin One (100 hours) and Mandarin Two (100 hours) will focus on the receptive language skills of listening/viewing and reading; and the productive language skills of speaking and writing. Understanding the role of language and culture also helps students to explain and reflect on the interrelationship between language, culture and identity. These skills will be purposely taught in class time with a non-binding expectation of some additional practice and research outside class hours if students wish to do well.

Students are required to complete a mandatory 200 hours (over 2 years) study in Mandarin should they wish to choose this language as a subject for continuation into Years 11 and 12.

Topics/Themes:

Mandarin One (100 hours)

Topic One: Travel in China (50 hours in A or B, decided by majority of student choices)

A: China Travel for Leisure

- Going on a Holiday:
 - Ø Book a hotel;
 - Ø Book a train and flight ticket;
 - Ø How to complain about problems at a hotel; and
 - Ø Understand online hotel reviews.
- My City
- Giving/Asking Directions; or

B: China Travel for Business

- Plan and Write a Business Itinerary:
 - Ø Book a hotel and/or conference room;
 - Ø Book a train and flight ticket;
 - Ø How to complain about problems at a hotel; and
 - Ø Understand online hotel reviews.
- My Meeting
- Table Manners and Eating etiquette attending Business Meals and Functions

Topic Two: Chinese Art Appreciation (50 hours in A or B, decided by majority of student choices)

A: Tai Chi, Kung Fu and Performing Arts; or

B: Chinese Silk, Porcelain and Fine Art

Mandarin Two (100 hours)

Topic One: Culinary China (50 hours)

- Chinese Food Safari – Four main culinary styles in China;
- Ordering Food and Eating at a Chinese Restaurant;
- Medicinal Chinese Food; and
- Food security and sustainability.

Topic Two: Health and Medicine (50 hours)

- The basic concept of Qi - Yin & Yang in Yi Ching (Book of Changes)
- Taoism and Traditional Chinese Medicine (TCM);
- Booking to See a Doctor;
- Western Medicine and Health Care in China.

Skills Developed

Students studying Mandarin Continuers will:

- Further polish their skills in listening, speaking, reading and writing in Mandarin;
- Exchange information, ideas and opinions, to make plans and negotiate in Mandarin;
- Identify and interpret, evaluate and respond to information, facts, opinions and ideas;
- Experiment with linguistic patterns and structures to compose written text in Chinese through increasing mastery of the grammatical system;
- Use correct Chinese pronunciation and intonation to convey meaning; and
- Gain deeper cultural understanding of Chinese and develop a better understanding of own language and how language works in real life scenarios.

Assessment Overview

Assessment will be conducted on a regular basis as outlined in the programme. The types of assessment vary from collaborative tasks, independent research tasks, assignments and presentations to the more traditional written tests.

Future Directions in the Senior Years

A mandatory 200 hours (over 2 years) study in Mandarin is required for all students who wish to choose this language as a subject for continuation into Years 11 and 12. Students who have completed Mandarin to a satisfactory standard in Stage 5 will be eligible to enrol in the Continuers Course in the Higher School Certificate.

MUSIC

100 HOURS AND 200 HOURS

Introductory Course Description

Students are required to study:

- Performance: Students will perform a range of diverse musical styles with voice or instruments of their choice. This will be in class groups and on their individual instruments.
- Composition: Students will learn to compose their own music in a range of styles, including songs, instrumental pieces, music for film and TV, advertising and world musical styles.
- Musicology and Aural: Students will learn to analyse music and explore the influences of selected musical styles, artists or instruments. This will include developing the use of Musical Concepts (duration, pitch, dynamics and expressive techniques, tone colour, structure) to analyse music.

Contexts in the Stage 5 elective course

In the Music elective course, students are required to develop further knowledge, understanding and skills in a range of musical contexts through the study of a compulsory topic and additional topics.

Students undertaking a 100-hour course in Music must study the compulsory topic, Australian Music, and at least one topic from each of the groups of topics below.

Students undertaking a 200-hour course in Music must study the compulsory topic, Australian Music, and at least two topics from each of the groups of topics below.

Compulsory topic – Australian Music

This unit will explore the following themes.

- music of a particular composer
- traditional and contemporary music of Aboriginal and Torres Strait Islander peoples within a cultural context
- jazz
- rock
- popular music
- music of an artist/group
- folk music
- theatre music
- music for radio, film, television and multimedia
- the impact of technology
- the role of improvisation.

The other units of study will be selected from the following topics.

Group 1

- Baroque Music
- Classical Music
- Nineteenth-century Music
- Medieval Music
- Renaissance Music
- Art Music of the 20th and 21st Centuries
- Music of a Culture
- Music for Small Ensembles (Group 1)
- Music for Large Ensembles (Group 1)

Group 2

- Popular Music
- Jazz
- Music for Radio, Film, Television and Multimedia
- Theatre for Music
- Music of a Culture (different from Group 1)
- Music for Small Ensembles (Group 2)
- Music for Large Ensembles (Group 2)
- Rock Music
- Music and Technology

Skills Developed

Students will develop skills in Composition, Performance and Listening (Understanding of Music). Students will also learn Leadership skills in group work to create and perform selected pieces.

Assessment Overview

Performance, Composition, Musicology and Aural (Analysis of Music) will be assessed throughout each course. There is equal weighting on these 4 areas.

Future Directions in the Senior Years

Students undertaking music as an additional study will have the option to continue studying Music in Years 11 and 12 in the Board of Studies Music 1, Music 2 and Music Extension courses.

PHYSICAL ACTIVITY AND SPORTS STUDIES

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This syllabus promotes the concept of learning through movement. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

PASS 100 OR 200 HOUR COURSE

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
M O D U L E S	<ul style="list-style-type: none"> • Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety 	<ul style="list-style-type: none"> • Australia's sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity and sport • Issues in physical activity and sport 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

As the course at NEGS is a Year 9/10 combined course the selection of units run on a 2 year cycle.

The cycle for 2020 will be as follows:

- Nutrition and Physical Activity
- Physical Fitness
- Coaching
- Event Management
- Opportunities and Pathways in PE

The cycle for 2021 will be as follows:

- Body Systems
- Fundamentals of Movement skill development
- Australia's Sporting Identity

- Issues in Physical Activity and Sport
- Technology, Participation and Performance

Aim

The aim of the *Physical Activity and Sports Studies CEC Years 7–10 Syllabus* is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Objectives

Knowledge, understanding and skills

Students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.

Values and attitudes

Students will:

- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society.

Future directions in senior years

This course is a pathway into the Stage 6 PDHPE course.

iSTEM

Course Description

iSTEM is a board-endorsed course that has been offered by a number of NSW schools since its inception in 2012. The National STEM School Education Strategy for 2016 – 2026 was published by the Education Council in December 2015. The strategy is focused on action that lifts foundational skills in STEM learning areas, develops mathematical, scientific and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. iSTEM has been designed to create engaging and meaningful experiences for students and to reflect the skill requirements of the future Australian workforce.

NEGS is already involved in many STEM programs but these are mainly run outside the current school curriculum. The development of the iSTEM course is in part as a result of the need for the school to provide a more structured approach to gaining the most out of STEM programs. The iSTEM course utilises a practical integrated approach with engineering and technology being used to drive engagement in science and mathematics, through the development of technical skills and mechanical engineering knowledge. Its purpose is to increase the numbers of students studying STEM based subjects in the senior years and ultimately the number of students matriculating to tertiary study at both university and trade levels in STEM or STEM based employment. Pure mathematics and science topics are not included in this course, it is not intended as being a vehicle to increase the number of hours in which students study pure science or mathematics in Stage 5. Instead students learn about technological and engineering concepts which by their very nature are scientific and mathematical.

Course Content

The iSTEM School Developed Board Endorsed Course covers a number of modules in the fields of technology and engineering, they include; STEM Fundamentals, Aerodynamics, Motion, Coding, Mechatronics and a Project Based Learning Task. These specific modules are not reflected together in any existing BOSTES Syllabus document. There are nine possible modules of which a minimum of three need to be completed in each 100 hour course. STEM Fundamentals and the Project Based Learning Task are compulsory modules. The remaining module(s) will be selected based on school resources, staff knowledge and student interest.

Skills Developed

Students will develop:

- inquiry and project based learning skills appropriate to STEM practice
- knowledge and understanding of scientific and mechanical concepts through Investigations of technology and engineering
- knowledge and understanding of STEM principles and processes
- skills in solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods
- skills in communicating and critically evaluating
- problem solving skills in a range of STEM contexts
- an appreciation of the role and potential of STEM in the world in which they live
- an understanding of the contribution of STEM disciplines to the economic well-being of nations

Assessment Overview

Students will be assessed throughout the course, both theoretically and practically, with the focus on project/inquiry-based tasks.

Costs

This elective incurs a cost of \$75.00 to cover competition entries and materials.

TEXTILES TECHNOLOGY

Introductory Course Description

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project Work that includes investigation and experimentation will enable student to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

Course Content

There are three Areas of Study:

Design, Properties and Performance of Textiles as well as Textiles and Society. In addition, students will undertake a selection of practical projects from the following Focus Areas:

Apparel - includes clothing and accessories such as shoes, hats, jewellery and belts.

Furnishings - includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags.

Costume - includes theatre costumes, masks, headdress, fold and traditional costumes, fancy dress costume and dance costumes.

Textile Arts - includes wall hanging, fabric-based artworks, embroidery, wearable design.

Non-apparel - includes book covers, toys, bags, umbrellas, tents, backpacks, sleeping bags.

Focus Areas provide options for students to refine and enhance their knowledge and understanding of textiles using a variety of materials, tools and techniques.

Skills Developed

Students will complete a textile item for each unit of work, thereby developing practical skills in designing, constructing/producing and evaluating. Theoretical work will be integrated into each unit.

Course Projects

There are two key components of project work including the development of practical skills to produce textile items and the related documentation of student work, which may include research components. Students are required to supply construction materials for practical projects. Projects may be based on any of the fine focus areas.

Assessment Overview

Students will be assessed on performance in a range of tasks, both practical and theoretical based on the attainment of the syllabus outcome and bands of performance.

Future Directions in the Senior Years

Students may have the opportunity to elect a senior option in either Textiles and Design or by completing a Textiles related Major Design Project in the Design and Technology Course.

VISUAL ARTS - COURSES 1 & 2

Introductory Course Description

Visual Arts provides learning opportunities designed to encourage students to understand their visual world. This subject fosters interest and enjoyment in the making and studying of art. It builds an understanding of the role of art, in all forms of media, in a variety of contexts including contemporary and historical cultures. It encourages the creative and confident use of technologies including traditional and modern art forms and emerging applications in Information and Communication Technologies (ICT) and digital media.

Course Content

Students will develop knowledge, understanding and skills to make artworks informed by their understanding of Art Practice, the Conceptual Framework and the Frames.

<p>VISUAL ARTS ONE</p> <p>Art Practices:</p> <p>Art Historical & Critical Studies:</p>	<p>Classical and Modern Traditions</p> <p>Landscape Painting</p> <p><u>Traditional Painting Conventions</u></p> <ul style="list-style-type: none"> • Renaissance Painting - Raphael • Impressionist Painting - Monet • The French Academy and Le Salon • Modern Australian Painting - Brett Whiteley 	<p>C20th Architecture</p> <p>Drawing and Sculpture (installation)</p> <p><u>Modernist Architecture</u></p> <ul style="list-style-type: none"> • Arts & Crafts Movement • Impact of the Industrial Revolution • Art Nouveaux • The influence of the Bauhaus • Chicago School & the Skyscraper • International Style • Postmodern Architecture: Introduction
<p>VISUAL ARTS TWO</p> <p>Art Practices:</p> <p>Art Historical & Critical Studies:</p>	<p>Digital Environment</p> <p>Photography</p> <p><u>Contemporary Digital Media</u></p> <ul style="list-style-type: none"> • Photography Conventions - Modernism - Harold Cazneaux • Modernism - Max Dupain • Contemporary Australian Photographers - Bill Henson, Julie Rrap or Tracey Moffat 	<p>Re-printing the Boundaries of Art</p> <p>Silk-screen printing</p> <p><u>Modern Printing Practices</u></p> <ul style="list-style-type: none"> • German Expressionism - Kathe Kollwitz • Pop Art - Andy Warhol & Robert Rauschenberg • Feminist Art - Barbara Kruger • Graffiti Art – Banksy

Students will use their Visual Arts Process Diary as they explore ideas and interests, experiment with new ways to formulate ideas for artworks and become practiced in selecting and using appropriate materials for making artworks.

Skills Developed

Skills will be developed in a range of art forms according to the students' interests, teachers' expertise and available resources. These will be in the following:

- 2D forms of drawing, oil and acrylic painting, mixed media, printmaking, photo and digital media (wet photography and digital forms), computer generated graphics etc.
- 3D forms include ceramics, sculpture including relief, in the round, installation and conceptual works.
- 4D forms include time-based works such as video, time-based installation works and other 4D forms.

Assessment Overview

Each unit of work will be assessed in accordance with:

50% Artmaking which includes Artmaking tasks, Visual Arts Process Diary, development of ideas, planning and preparation for tasks, Conceptual Framework and Frames.

50% Critical and Historical studies - Gallery Reports, Historical research, Conceptual Framework and Frames analysis.

Units of work will be assessed during and at the completion of each unit. Written and verbal feedback will be provided to each student.

Future Directions in the Senior Years

Visual Arts is currently offered in Years 11 and 12 as a discrete HSC course. Students follow a prescribed course gradually working towards more independent interests and learning.

The Higher School Certificate course focuses on 50% Artmaking, which includes creating a Body of Work for external assessment, and 50% Critical and Historical studies, which concludes in an external examination. Regular assessment occurs throughout the Preliminary and HSC course. Work in the Visual Arts Process Diary (VAPD) underpins all explorations leading up to the Body of Work.

Stage 5 Visual Arts is not a required prerequisite for taking the subject in Years 11 and 12. However, taking Visual Arts in Years 9 and 10 does prepare the students for the sort of work they will complete in these senior years from a practical (artmaking) and theoretical (historical/critical studies) perspective.