

# YEAR 7 CURRICULUM HANDBOOK 2022



LET YOUR *light* SHINE



# PRINCIPAL'S WELCOME



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## Welcome to Learning in the Middle School Gilap Wanga - Ngula wangingi mraata ba wangingyi Learning Community

### What's in a Name?

The Gilap Wanga - Ngula wangingi mraata ba wangingyi Learning Community expresses our College community's homage to the traditional owners, while also expressing our aspirations for Ngula wangingi mraata ba wangingyi or a place of listening to country and self. As such, this establishes our College's aspiration to greet the future with respect for the environment; a respect that learns from our traditional custodians of the land. By accepting this Aboriginal gift, we can all grow together.

### Listening and Learning with Respect for Self, Others, Community and Country

Learning in the Tenison Woods College Middle School is different. It's about your child and their pathway. And every child's pathway is different. Every child needs to be challenged differently.

This commitment to individualisation and challenge culminates in the 9 SHINE Program, which draws on contemporary understandings of adolescent development, engagement and rites of passage. You, your child and their teacher will personalise the pathway together. There is a pattern, but it is personalised, to ensure rigour, individual excellence and a well-rounded education so that your adolescent shines now and into the future. The Gilap Wanga - Ngula wangingi mraata ba wangingyi Learning Community celebrates individuality, diversity and connection, enabling our young to thrive as capable leaders for the world God desires.

### This Handbook

At Tenison Woods College we believe that every learner has a place, every learner has a pathway and every learner will shine. That is our challenge and our celebration.

This Handbook expresses vibrantly that belief through the exciting variety of faith, learning, and wellbeing opportunities available for secondary school students at Tenison Woods College. Increasingly, Year 7, 8 and 9 students require greater choice in developing their own learning programs and ensuring that they acquire the knowledge, skills, values and attributes essential in their future careers and study. Our philosophy at Tenison Woods College recognises the importance of adolescents being engaged in and challenged by their learning. We respond to their diverse interests and talents, while strengthening students' capabilities and confidence in managing life's opportunities through exciting educational programs.

We are proud of the range of learning opportunities available at the College, both in the core curriculum, electives, mini-electives and co-curricular activities. We value the strong partnership with parents as partners in the education of their children, who are inspired by the excellent learning facilities provided at Tenison Woods College. All of these complement our Gilap Wanga - Ngula wangingi mraata ba wangingyi Learning Community Middle School programs and are reflected in our subject offerings.

Please read through the Handbook carefully and discuss the options available with your child and with the relevant teachers at the school. For additional information please contact either Head of Middle School, Nick Patzel or Director of Learning, Scott Dickson.



David Meziniec | Principal



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## 7 COMMUNITY

### PASTORAL CARE

### FUTURE THINKING

• Mathematics • Science • Design & Technology • Digital Technologies

### GLOBAL PERSPECTIVES

• Religious Education • English • Humanities and Social Sciences

### HEALTHY LIFESTYLES

• Physical Education or HPSP Academy • Health

### LANGUAGES

• Italian • Chinese

### MUSIC

### SPECIALIST SUBJECTS

One selection from Area 1, 2 and 3. One extra choice from Area 1, 2, 3 or 4.

# YEAR 7 CURRICULUM SPECIALIST SUBJECTS

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AREA 1	CHOOSE 1
<b>ART BOOTCAMP</b> Visual Art	
<b>STICK IT</b> Multimedia Art	

AREA 3	CHOOSE 1
<b>PODCASTS &amp; MORE</b> Media Art	
<b>MORE THAN ACTING</b> Drama	

AREA 2	CHOOSE 1
<b>THINK IT, BUILD IT</b> Design & Technologies	
<b>CYBEROLOGY</b> Digital Technologies	
<b>ROBOT RACERS</b> Technologies	
<b>FARM TO FEAST</b> Food Technologies	
<b>MASTER OF MEALS</b> Food Technologies	
<b>FUNKO CAD</b> Technologies	

AREA 4	OPTIONAL CHOICE
<b>SCHOOL OF ROCK</b> Music	
<b>STOMP!</b> Music	
<b>GO M.A.D. (MAKE A DIFFERENCE)</b> Religious Education	

In Year 7 our students have the opportunity to pick from a wide variety of specialist subjects.

Please pick one subject from Area 1, one subject from Area 2, one subject from Area 3 and one additional subject from either Area 1, 2, 3 or 4.

# YEAR 7 CURRICULUM CORE



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**PASTORAL CARE**

Pastoral care promotes and enhances the personal, social, physical, mental and spiritual wellbeing of all children and young people which is a central focus of our Catholic identity.

Our approach promotes safe, supportive and inclusive environments by recognising and respecting the inherent dignity of each person as core to the mission of Catholic Education, promoting the safety and wellbeing and building respectful relationships that demonstrate care and concern for all.

The Pastoral Care program delivered by their daily Pastoral Care teacher for a double lesson each week and is aimed at developing students resilience and wellbeing utilising Martin Seligman's Positive Psychology PERMA+ model of wellbeing: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment plus nutrition, sleep and optimism. This has formed our wellbeing approach by applying the PERMA+ to our SHINE + motto. Each letter of SHINE provides a practical framework for students to understand and maintain their wellbeing; Success, Helping, Involved, Name, Emotions + - knowing your God, Sleep, Exercise.

Due to the number of new students at this year level, the Year 7 Pastoral Care program has a strong focus on building positive relationships. Students begin the year with an Orientation Program Week that encourages students to develop new friendships. As the year progresses, students will explore the following themes and issues:

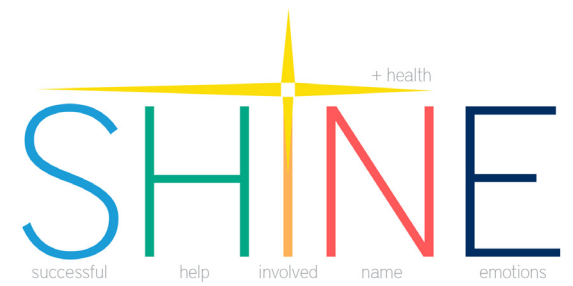
- Wellbeing**
- What is wellbeing?
  - Social & emotional intelligence
  - Resiliency skills - mindfulness, grounding, balanced thinking, growth mindsets

- Child Protection Curriculum**
- The right to feel safe (warning signs)
  - Relationships (recognising harassment and power in relationship)
  - Recognising and reporting abuse (cyber safety)
  - Protective strategies (where to go for help)

- Getting Organised**
- Getting to know you
  - Problem solving
  - Time management and goal setting

- Key Capabilities**
- Social awareness
  - Collaborative
  - Socially adept
  - Intercultural
  - Global minded
  - Careful user & creator of ICT
  - Moral
  - Compassionate

- Participation in Focus Days**
- Aboriginal and Torres Strait Islander Awareness Day
  - R U OK Day
  - National Day Against Bullying/Harmony Day



brightly at **TENISON WOODS COLLEGE**

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## FUTURE THINKING

### Course Description:

Future Thinking encompasses the Australian Curriculum learning areas of Science, Mathematics, Digital Technologies and Design & Technologies. Students will access individualised Mathematics-specific learning through the Maths Pathway Program and take part in small group activities to promote skill acquisition.

Students will engage in both abstract and practical problems where they will need to develop their questioning by constructing hypotheses and conjectures. They will work collaboratively and individually to carry out practical investigations. Students will develop technologies, processes and production skills to create solutions to problems.

### Content:

- Mathematics:
- Number and Algebra
  - Measurement and Geometry
  - Statistics and Probability

### Science:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

### Design & Technologies and Digital Technologies:

- Knowledge and Understanding
- Processes and Production Skills

### Assessment:

Students will be assessed on their growth, effort and accuracy using regular individualised mathematics tests, and through integrated investigations including practical and research reports and topic tests.

### Learning Intention:

Students will develop their numeracy and scientific literacy skills; they will collaborate effectively and develop their inquiry skills.

## GLOBAL PERSPECTIVES

### Course Description:

Global Perspectives is an interdisciplinary approach of Religion, English, History, Geography and Civics and Citizenship.

Students will develop an understanding of different identities and perspectives to aid the development and knowledge that will encourage them to become thriving people, capable learners and leaders for the world God desires. They will develop their self-awareness and recognise their place as global leaders, critical thinkers and effective communicators through a study of historical societies and modern communities and environments.

Students will develop their capabilities of ethical and compassionate thinking, ecological and spiritual awareness and collaboration. Through engagement with a range of texts in different genres and from different cultural contexts students will respond and communicate through oral, written and multi-modal forms.

### Content:

- Civics and citizenship – the constitution
- English – poetry study, writing text types, movie study, reading, oral presentations
- History – the ancient world
- Geography – liveability, water scarcity
- Religion – a place for everyone at the table, the big questions of religion, movers and shakers in Christianity, disciples of faith and action

Students have the opportunity to demonstrate evidence of their learning through:

- Participation in a range of learning activities and assessment tasks designed to inspire curiosity, creative thinking and develop ethical democratic citizens.
- Responding with growing wisdom to future-focused problems relevant to their world.
- Collaborative and independent interdisciplinary assessment tasks.
- Written, oral and multi-modal forms of communication.

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## HEALTHY LIFESTYLES

### Course Description:

Healthy Lifestyles enables the development of skills and strategies that will help students make informed decisions that promotes their own and others' health, safety and wellbeing. The course provides opportunities for students to develop and apply positive personal and social skills to establish and maintain respectful relationships while promoting fair play, resilience and inclusivity. Students will be exposed to learning the movement skills and concepts delivered through a variety of game categories and will explore the role that games, sports, outdoor recreation and rhythmic and expressive activities contribute to participation in a healthy lifestyle. Students examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Healthy Lifestyles has two unique pathways with Core Physical Education or a variety of Sports Academies.

In the Core modules, students participate in a broad suite of games and sports while the Academy has specialised sports with specifically dedicated topics. Students will reflect on, and refine, their personal and social skills as they participate in a range of physical activities.

### Assessment:

Evidence of student learning will be through:

Assessment Type 1: Folio

- Nutrition
- Positive psychology
- Community engagement project

Assessment Type 2:

Performance Analysis

- Specific skills and movement concepts
- Sport Education (SEPEP) – Roles and responsibilities

Assessment Type 3: Evaluation

- Self and peer assessment of specific movements

### Content:

Sport Academy (AFL, Cricket, Netball, Basketball, Hockey and Football (Soccer)

- Periodisation training model
- Sport specific skills and concepts
- SEPEP
- Healthy Lifestyles Core
  - Games and Sports (Athletics, Invasion games, Striking and fielding games and Court divided games)
  - SEPEP

All students as part of Healthy Lifestyles will complete the following integrated units through their chosen topic:

Healthy Benefits of Physical Activity

- Fitness
- Nutrition
- Health literacy

SEPEP

- Group dynamics (team cohesion)
- Team roles and responsibilities
- Video analysis

Personal Development (Wellbeing)

- Resilience
- Positive psychology

### Learning Intentions:

- To provide opportunities for all students to pursue a healthy and active lifestyle through personalised learning and links to the wider community.
- To encourage all students to become physically confident and health literate in order to build resilience and embed values such as respectful relationships, pride and life-long learning.

## MUSIC

### Course Description:

Students will explore music composition using loops, extend their theoretical knowledge, and develop practical performance skills to apply learnt concepts. Students will also explore Aboriginal and Torres Strait Islander music and culture. Students will undertake research tasks, use musical instruments, and gain music technology skills with industry standard software.

### Assessment:

- Original composition task using Reaper audio editing software
- Research and presentation task on Aboriginal and Torres Strait Islander music and culture
- Practical assessment on xylophone/glockenspiels
- Animation and soundtrack task
- Listening journal task (weekly song analysis)

### Learning Intention:

By the end of the course, students will have expanded their knowledge of music theory and practical skills and gained an understanding of music and how it is created. Successful completion of this course will lead into Year 8 elective Music courses and/or Year 8 Advanced Music.

# YEAR 7 CURRICULUM LANGUAGES

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## CHINESE - CHINESE CONNECTIONS

### Course Description:

Through a focus on the themes of 'Script, Writing Tones & Greetings', 'Times and Dates' and 'Friends, Family and Friendship', students will communicate through socialising, informing, creating, translating and reflecting. Students will have authentic experiences and engagement with Chinese communities and schools in Australia and China.

### Assessment:

Students have the opportunity to demonstrate evidence of their learning in Chinese through the following assessment types:

- Written and spoken: My family tree
- Written: A reflective review of the movie
- Spoken and video production: Demonstration of Taiji and presentation on an element of Chinese culture.

### Learning Intention:

- To build students understanding of Chinese language and culture.
- To create confidence in speaking and using Chinese to understand that there are many similarities and differences between Chinese and Australian language and culture.

## ITALIAN - MY JOURNEY BEGINS (BEGINNERS)

### Course Description:

Students are beginning their study of Italian and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and inter-cultural awareness to the new experience of learning Italian. Students will learn to use modelled and rehearsed language in familiar contexts and begin to use the language to communicate. They will observe the relationship between language and culture, comparing what they learn in Italian to their own language(s) and culture(s).

### Assessment:

Each term, students will engage with two summative assessment tasks and a minimum of one formative task. One summative task will be a culturally focussed task and the second will be entirely in Italian. The formative task/s will comprise a variety of written and spoken activities .

### Learning Intention:

Language skills will be the focus. Students will greet each other and introduce themselves. They will be able to have a simple conversation, which includes chatting about their preferences. Speaking, listening, reading and writing skills will be developed. Grammar such as Italian sentence structure and adjectives, will be explicitly taught.

## ITALIAN - FROM THE COLOSSEUM TO THE PIZZERIA (CONTINUERS)

**Prerequisites:** Evidence of competency of Year 6 Italian

### Course Description:

Students work with different modes of communication and text genres, with reference to their own social, cultural and communicative interests. They learn to use rehearsed language in familiar contexts and begin to use the language to communicate. They work with others collaboratively to plan, monitor and reflect on aspects of their learning.

Students learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language and culture. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.

### Assessment:

Each term, students will engage in two summative assessment tasks and one formative task. One summative task will be a verbal assessment task, while the other will be a written task. The formative task will be a project about Italian culture and/or a cooking class. Grammar such as Italian sentence structure and adjectives, will be explicitly taught.

### Learning Intention:

- To build students understanding of Italian language and culture.
- To create confidence in speaking and using Italian to understand that there are many similarities and differences between Italian and Australian language and culture.



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## AREA 1 - ART BOOTCAMP (VISUAL ART)

**Course Description:**  
Straighten up and stand in line. It's time to get creative and build up your skills. Work in our Art Studio to develop your drawing, painting and sculpting techniques. You will be taken through exercises to strengthen your powers of observation and get your creative juices flowing. This course is for everyone; whether you think you can't draw, or you want to refine your art practice. Get to it soldier!

- Assessment:**
- Folio of drawing development with reflections (think skeletons, insects, people)
  - Australian Art investigation and practical
  - Painting techniques
  - Free choice collaborative artwork

**Learning Intention:**  
By the end of the semester you will know how to identify and analyse how artists use elements communicate ideas and apply this knowledge in your own art. You will have a folio that demonstrates the development of your artistic skills as well as created works of art for display.

## AREA 1 - STICK IT (MULTIMEDIA ART)

**Course Description:**  
Do you love Pixar, Disney, Blizzard Entertainment, Anime, Lego or game concept art? This is a virtual door to the amazing world of digital art and design. Discover how vector art and designs are utilised in games, logos, websites, apps, movies, books and more.

In this class students become a creative problem solver, each task representing a fresh challenge and, in this case, an illustrated Big Mac that looks good enough to eat. Students spend time figuring out a way to communicate themselves in visual form and create a set of stickers or badges to decorate their gear with.

- Assessment:**
- Vector Bites - Application and Techniques
  - Stick It - Research Project

- Learning Intention:**
- Learn how to create mood and message using the elements and principles of art and design.
  - Apply the design process where you define the problem, collect information, brainstorm your ideas, develop solutions, present your ideas, receive feedback and improve the final product.
  - Learn the workspace and tools of the leading software Adobe Illustrator.

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## AREA 2 - THINK IT, BUILD IT (DESIGN & TECHNOLOGIES)

### Course Description:

Design and Technology is the subject area where if you can “think it, you can build it”. Students will design and manufacture a project using wood and acrylic, gaining a knowledge and understanding of how to use hand tools and basic workshop machinery, with a strong emphasis on safety. This subject will integrate technologies such as CAD (Computer Aided Design), 3D printing, prototyping and laser cutting into chosen designs.

### Content:

- Strong occupational health and safety emphasis
- Working with design briefs and constraints
- Sustainable considerations in design and technology
- Application of Computer Aided Design (CAD), 3D Printers and Laser Cutting
- Hand-skills and tool use

### Assessment:

Students will undertake the majority of practical assessments based on products as well as supplementary theoretical components:

- OH&S - Onguard Safety
- Design process/brief
- Skills task - key tag
- Skills task - phone holder
- Reflection folio

## AREA 2 - CYBEROLOGY (DIGITAL TECHNOLOGIES)

### Course Description:

The Cyberology course enables students to build and apply strong technical skills and gives them opportunities to develop their problem-solving skills and ICT skills in a collaborative way.

In this subject, students focus on further developing an understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Cyberology teaches students to use systems and structures to solve real world problems. It provides students opportunities to develop and implement solutions, they design and evaluate and integrate learning from science and mathematics using computer programming and analysis. Computational thinking will allow our students to become the next generation of innovators.

### Content:

- Digital systems
- Computer networks, protocols, simulate a network using BBC Microbit, system security
- Data and information (Analysis)

- Problem solving a solution using various dataset sources and visualizing software i.e. Excel, charts etc.
- Creating an app or a game
- Programming a game using visual programming and then migrating to text based programming language i.e. Java, JavaScript, Python, Bootstrap etc using a microcomputer (BBC Microbit).
- Digital citizenship
- Social responsibility in cyberworld, identity theft, copyrights within software perspective.

### Evidence of learning:

1. Programming Portfolio
2. National Challenges by Australian Computer Academy
3. Challenges designed by CSIRO
4. Code Club Australia

## AREA 2 - ROBOT RACERS (TECHNOLOGIES)

### Course Description:

A highly interactive course that will engage students with a hands-on way to learn coding and robotics.

The course can be seen as the beginning of Robotics studies at Tenison Woods College, with the ability to build on skills throughout the middle years of schooling. Robotics teaches students to use systems and structures to solve real world problems. It provides students opportunities to develop and trial solutions, they design and evaluate and integrate learning from science and mathematics into robotics. Computational thinking will allow our students to become the next generation of innovators.

Students will engage with the mbots and the iPad software to code and program the bots. They will be engaged with a variety of problems for the bots to navigate through, culminating in a race to the finish line. They engage with Forms to submit information about their learning after each session, to enable them to then plan for their next task. Students will need to use critical thinking, and problem solving and develop their understanding of drag and drop programming.

Students will be able to work at their ability level throughout the unit, pacing their learning to their individual understandings.

### Content:

- Problem solving and communication skills
- Introduction to robotics
- Evaluate learning
- Innovative thinking
- Introduction to coding

### Evidence of learning:

- Learning log
- Reflection

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## AREA 2 – FARM TO FEAST (FOOD TECHNOLOGIES)

### Course Description:

Do you live on a farm or have an interest in learning about farming? Students in this program will take responsibility of our chicken run. Students will additionally plant and grow vegetables for our lessons. They cook delicious meals that are authentic to Australian farming heritage. New cooking technology will be available for students to use for cooking their meals. The difference between this subject and a regular agriculture course is that the students will have practical outcomes of actually cooking farm foods regularly and have responsibility for the products.

Students will examine the ethics of farms in Australia. They will investigate the journey of farm products and how they make their journey from a farm all the way to our plates. Students will investigate different cultures and how they make use of their environment.

### Content:

- Participate in cultural and environmental research, applying knowledge construction in multiple formats.
- Demonstrate physical capabilities in safety, cleaning practices, cooking techniques and

- presentation.
- Investigate the ways in which products, services and environments evolve locally, regionally and globally.
- Analyse how food fibre is produced when designing managed environments and how these can become more sustainable.
- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.
- Take responsibility of school farm products.
- Entrepreneurial skill and mindset development.
- Introduction to new kitchen technologies.

### Assessment:

- Students have the opportunity to demonstrate evidence of their learning through the following assessment types:
- Farm food journey
  - Health promotion and cultural differences
  - Ethics on the farm
  - Sustainable choices
  - Nutrition is no yolk
  - Practical application

## AREA 2 – MASTER OF MEALS (FOOD TECHNOLOGIES)

### Course Description:

Students will plan and create delightful meals that will enhance their abilities to become a Master of Meals. Students will learn from some of the best chefs around the world and get to practice using unique technologies and methods. Students will also ultimately get to create their own master meal from what they have learnt and challenge themselves against their peers.

Students will learn about food preparation, cooking methods, presentation techniques and styling. Students will be able to access all varieties of kitchen technologies and will learn about safety and hygiene in the kitchen which will help them in future Food and Hospitality subjects.

### Content:

- Participate in cultural and environmental research, applying knowledge construction in multiple formats.
- Demonstrate physical capabilities in safety, cleaning practices, cooking techniques and presentation.
- Investigate the ways in which products, services and environments evolve locally, regionally and globally.

- Analyse how food fibre is produced when designing managed environments and how these can become more sustainable.
- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.
- Practical techniques including: Roasting, grilling, frying, baking.
- Development of individual and group work.

### Assessment:

- Students have the opportunity to demonstrate evidence of their learning through the following assessment types:
- Workflow plans
  - Equipment selection
  - Hygiene in a professional kitchen
  - Master of Meals cook off
  - Practical application

## AREA 2 – FUNKO CAD (TECHNOLOGIES)

### Course Description:

Students are introduced to the basics of 3D design using TinkerCAD. They will learn how to design 3D objects through the production of their own custom bobble-head or figurine, which will be manufactured using the school's battery of 3D printers. They could make a self-portrait or create a figure of their pet, parent or favourite cartoon or movie character.

The 3D design process teaches critical thinking, problem solving, creativity and spatial reasoning. These skills will be key attributes leading to successful projects in later technology subjects.

### Content:

- Beginner 3D design
- 3D printing
- Innovative thinking
- Design and making
- Evaluation
- Project management

### Evidence of learning:

- Specialised skills task
- Reflection

# YEAR 7 CURRICULUM SPECIALIST SUBJECTS



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## AREA 3 - MORE THAN ACTING (DRAMA)

**Course Description:**  
What is Drama? It's More than Acting! Students will discover the varied and creative world of Drama as they get the opportunity to sample some of the different elements of this diverse subject.

There's something for everyone! Students will learn about some of the offstage roles that work together to create a production; make their own pretend 'scars' with SFX makeup and have a go at script work and small group performances. So what is Drama? Most of all...it's FUN!

**Assessment:**  
Students will be assessed on participation, research project (Careers Fair) and a small group performance.

**Learning Intention:**  
By the end of this course, students will have an understanding of the different roles (both onstage and offstage) in Drama, and some of the career pathways available. They will have developed their performance skills and creativity by working collaboratively with other members of the class. This subject leads well into studying Drama in Year 8.

## AREA 3 - PODCASTS & MORE (MEDIA ART)

**Course Description:**  
Do you love being online, listening to podcasts, watching Netflix? Are you keen to take your own photographs, make your own podcast, create a radio advertisement and make your own radio show that will be played on the College's own radio station, SHINEfm. This course will get you inspired to start reporting the news yourself. During this course you will learn about what it takes to be a journalist, a DJ at a radio station and become a master photographer.

**Assessment:**  
Students will create their own radio show and an e-portfolio of their work that will include a production journal.

**Learning Intention:**  
By the end of the course, students will further develop their critical thinking skills, aesthetic and ethical judgement, and skills in audio production viewing, listening, speaking, and writing. This course offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence while enabling students to critically engage in a rapidly evolving digital environment.

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## AREA 4 - STOMP! (MUSIC)

**Course Description:**  
Tenison Woods College's own version of the world-renowned STOMP! This course invites students to create their own music compositions through the sustainable use of everyday objects. Stomp incorporates a unique blend of rhythm, movement and sound with a touch of excitement and creativity.

- Assessment:**
- Folio of work on instrument creation
  - Group performance presentation

**Learning Intention:**  
By the end of the course, students will have explored modern repertoire through everyday items used as musical instruments. Students will have expanded their performance skills whilst developing their skills on 'score' interpretation and construction. This course leads into studying music at a Year 8 level.

## AREA 4 - SCHOOL OF ROCK (MUSIC)

**Course Description:**  
This course is designed for the music student who seeks a 'hands on' approach to learning in a collaborative environment with peers. Students are offered the choice of drums, guitar, bass, keyboards or vocals. Students work through modern music repertoire, with basic music theory taught to support their learning. No previous music experience is necessary – just bring a positive attitude and a teamwork mindset and you're ready to rock!

- Assessment:**
- Practical Performance - Working through modern repertoire in groups on common rock/pop band instruments.
  - Basic music theory taught to support learning
  - Music analysis through weekly listening journal
  - Aural dictation – recognising music concepts by ear

**Learning Intention:**  
By the end of the course, students will have gained knowledge and understanding of music and how it is constructed and performed. Students will make connections between content, style and construction through regular analysis and reflection of modern repertoire. This course leads into studying music at a Year 8 level.

## AREA 4 - GO M.A.D - MAKE A DIFFERENCE (RELIGIOUS EDUCATION)

**Course Description:**  
Are you familiar with the words of Fr Julian Tenison Woods "Never see a need without doing something about it?" Do you often see needs in our community and wish there was more you could do to help? Do you wish you had more time to help others? Do you want to share your talents through helping others? The Go M.A.D. unit will give students the opportunity to discover more about helping groups in our community and get actively involved with the important work they are doing. For example, students will become familiar with the work of the local St Vincent de Paul organisation and assist in the Vinnie's shop. Students will have opportunities to be mentors to the Junior School STARS, assisting with their social justice projects and events.

**Assessment:**  
Students will provide evidence of their learning through the creation of a digital portfolio consisting of peer and self-assessments, personal reflections and photographs. Students will package, promote and market their enterprise product/service and will use a variety of mediums to promote the work of local and international organisations to the school and wider community.

**Learning Intention:**  
By the end of this course, students will be able to identify areas of community need, evaluate their group talents and skills they would like to develop, and design an enterprise to meet this need.

# YEAR 7 CURRICULUM SUBJECT SELECTION TIMELINE

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**2022 Online Subject Selection Information Evening**



**New Mount Gambier and Districts students Subject Selections to be finalised and return forms to Front Office. 3:30pm - 4:30pm.**



**Current Tenison Woods College students to return Subject Selections to Homegroup teachers**



**Webchoice Opens Year 7, 8 & 9 2022 Subject Selections in Webchoice - current students**



**2022 Year 7/8 Subject Finalisation, St Anthony's Catholic Primary School Millicent. 5:00pm - 6:00pm.**



*If subjects have not been selected and entered into Webchoice, subject choices may not be guaranteed.*  
Please contact Head of Middle School, Nick Patzel to discuss your options



**2022 Year 7/8 Subject Finalisation, Mary MacKillop Memorial School Penola. 4:30pm - 5:30pm.**



**2022 Year 7/8 Subject Finalisation, Naracoorte Town Hall 6:30pm - 7:30pm.**

## CONTACT:

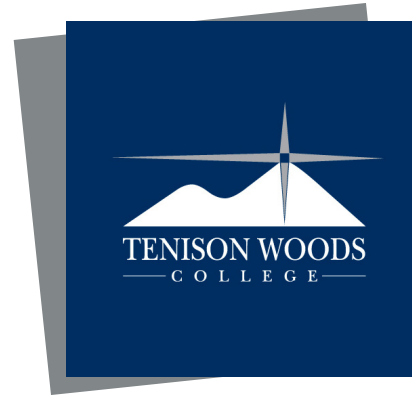
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Your Subject or Pastoral Care teacher

For Further Information  
phone (08) 8725 5455



LET YOUR *light* SHINE

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