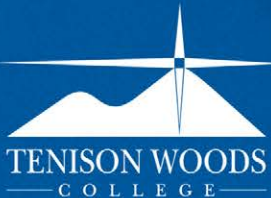


YEAR 7 CURRICULUM

HANDBOOK

2024



PRINCIPAL'S WELCOME

Welcome to Learning in the Middle School Gilap Wanga - *Ngula wangingi mraata ba wanginyi* Learning Community

What's in a Name?

The Gilap Wanga - *Ngula wangingi mraata ba wanginyi* Learning Community expresses our College community's homage to the traditional owners, while also expressing our aspirations for *Ngula wangingi mraata ba wanginyi* 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 and nurtured differently.

This commitment to individualisation and challenge culminates in the 9SHINE 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 wanginyi* 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 wanginyi* 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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YEAR 7 CURRICULUM OVERVIEW

7 COMMUNITY

PERSONAL DEVELOPMENT AND WELLBEING

FUTURE THINKING

- Mathematics • Science • Technologies

GLOBAL PERSPECTIVES

- Religious Education • English
- Humanities and Social Sciences

HEALTH & PHYSICAL EDUCATION

- Health and Physical Education or Sports Academy

LANGUAGES

- Italian • Chinese

MUSIC

SPECIALIST SUBJECTS

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

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YEAR 7 CURRICULUM SPECIALIST SUBJECTS

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.

AREA 1 CHOOSE 1

ART BOOTCAMP Visual Arts
STICK IT! Creative Arts

AREA 2 CHOOSE 1

CYBEROLOGY Digital Technologies
THINK IT, BUILD IT Design & Technologies
FARM TO FEAST Food Technologies
MASTER OF MEALS Food Technologies
FUNKO CAD Technologies
ROBOT RACERS Technologies

AREA 3 CHOOSE 1

ACTING FROM THE START Drama
CONTENT CREATORS Media Arts

AREA 4 OPTIONAL CHOICE

MUSICAL Drama (Semester 2 only)
GO M.A.D. (MAKE A DIFFERENCE) Religious Education
SCHOOL OF ROCK Music

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YEAR 7 CORE CURRICULUM

PERSONAL DEVELOPMENT AND WELLBEING

Personal Development and Wellbeing 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.

The Personal Development and Wellbeing program is delivered by the 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.

Personal Development and Wellbeing also covers the following Child Protection Curriculum themes;

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

With the number of new students at this year level, the Year 7 Personal Development and Wellbeing 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.

Learning Intention:

- Students will explore mindfulness, wellbeing and resilience.
- Students will explore what it means to be safe.
- Students will explore trust, relationships and power.
- Students will learn problem solving, study habits and goal setting.

Assessment:

A formative task will be assessed each term for students to demonstrate the skills of organisation and goal setting, wellbeing, cyber-safety and protective strategies.

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brightly at TENISON WOODS COLLEGE

YEAR 7 CORE CURRICULUM

FUTURE THINKING

Course Description:

Future Thinking encompasses the Australian Curriculum learning areas of Science, Mathematics and Technology.

Students engage in a series of mathematical units which combine STEM thinking, to engage and develop mathematical skills.

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 and inquiries. Students will develop technologies, processes and production skills to create solutions to problems.

Students develop inquiry questions and conduct guided inquiries to answer them.

Mathematics:

- Number
- Measurement
- Algebra
- Space
- Statistics
- Probability

Science:

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

Technology:

- Design Technologies
- Digital Technologies

Assessment:

Students receive an overall Future Thinking grade which is broken down into:

- Mathematics
- Science
- Technology

Assessment tasks are a combination of integrated and stand alone skills, including tests, reports, research, using evidence and peer reviews.

GLOBAL PERSPECTIVES

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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:

- Religion – A place for everyone at the table, Movers and Shakers in Christianity, Disciples of Faith and Action and The Big Questions of Religion.

- Civics and citizenship – What is the Constitution? Get Involved.
- English – Poetry, film and other text types, Exploring and Creating texts, Reading for meaning, Low Stakes Writing and Book Club.
- History – Deep time History of Australia and Ancient Greece.
- Geography – What makes a place a home? Water in our world.

Learning Intention:

- 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.

YEAR 7 CORE CURRICULUM

HEALTH AND PHYSICAL EDUCATION

Course Description:

The Year 7 curriculum enables the development of skills and strategies that will help students make informed decisions to promote their own and others' health, safety, wellbeing and physical activity participation. 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 develop specialised movement skills and concepts delivered through a variety of physical activity settings and will explore the role that games, sports, rhythmic and expressive activities and outdoor recreation activities have in living a healthy and active lifestyle.

The following focus areas will be addressed in Year 7:

- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and online safety
- Fundamental movement skills
- Games and sports (SEPEP model)
- Lifelong physical activities

In Year 7 all students complete the same theoretical assessments. Practical based learning allows students to choose between Core Health and Physical Education or a specialised class within the Sports Academy.

Sports Academy sports include:

- Netball
- Basketball
- AFL/AFLW
- Football (Soccer)
- Hockey
- Cricket
- Dance
- Tennis

Sports Academy participants are expected to be committed to a high standard of performance and dedicated to developing their skills and knowledge within their chosen sport.

All Year 7 's regardless of their HPE stream will complete an Athletics unit at the commencement of Term 1.

Assessment:

Practical and theoretical assessments are based on Australian Curriculum Achievement Standards.

Learning Intention:

- 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.

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MUSIC

Course Description:

Have you ever dreamt about being in the music industry? What does that look like to you? Do you picture yourself recording music in a studio? Playing in a rock band? Singing in a choir? Being a member of an instrumental band?

Every musician has different interests, strengths and a different journey. Year 7 Music will allow our students to choose pathway and learn, experience and create through ensembles, compositions, music tech, performances and so much more. We can not wait to see what kind of musician you are.

Assessment:

- Performances
- Skill building
- Composing

Learning Intention:

By the end of the course you will have developed performance, ensemble and musicianship skills through your chosen musical pathway.

YEAR 7 CORE - LANGUAGES

ITALIAN - FROM THE COLOSSEUM TO THE PIZZERIA (CONTINUERS)

Prerequisite: 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 one summative assessment task and two formative tasks.

A summative task can be a verbal assessment task, or a written task. The formative task will be a project about Italian culture and a grammar/vocabulary test. 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.

ITALIAN - MY JOURNEY BEGINS (BEGINNERS)

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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 intercultural 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 in one summative assessment task and two formative tasks.

A summative task can be a verbal assessment task, or a written task. The formative task will be a project about Italian culture and a grammar/vocabulary test. Grammar such as Italian sentence structure and adjectives, will be explicitly taught.

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.

YEAR 7 CORE - LANGUAGES

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 the 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.

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YEAR 7 - SPECIALIST SUBJECTS

AREA 1 - ART BOOTCAMP (VISUAL ARTS)

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)
- Art investigations and practicals
- Painting techniques

Learning Intention:

By the end of the semester you will know how to identify and analyse how artists use elements to 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! (CREATIVE ARTS)

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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 represents a fresh challenge including an illustrated Big Mac that looks good enough to eat. Students spend time developing and producing a set of stickers or badges to decorate their gear with.

Assessment:

- Vector Bites – Application and Techniques
- Stick It! – Investigation and Practical

Learning Intention:

- Learn how to create mood and message using the elements and principles of art and design.
- Apply the design process including defining the problem, collecting information, brainstorming your ideas, developing solutions, presenting your ideas, receiving feedback and improving the final product.
- Learn the workspace and tools of leading software Adobe Illustrator.

YEAR 7 - SPECIALIST SUBJECTS

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, Boot strap etc using a microcomputer (BBC Microbit).
- Digital citizenship
- Social responsibility in cyberworld, identity theft, copyrights within software perspective.

Learning Intention:

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

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 folio
- Skills task – recycled plastic key tag
- Skills task – design your own device stand
- Reflection folio

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YEAR 7 - SPECIALIST SUBJECTS

AREA 2 - FARM TO FEAST (FOOD TECHNOLOGIES)

Course Description:

Students will cook delicious meals that are authentic to Australian farming heritage. Brand-new cooking technology will be available for students to be used for cooking their meals. Students will examine the ethics of farms in Australia. They will investigate the journey of farm products and how they make their way from a farm all the way to our plates. Students will investigate different cultures and how they make use of their environment. Students will cook different meals that are all grown or produced on farms.

Content:

- Apply professional safety to practical activities
- Evaluate safety standards and emulate them in practical lessons
- Work individually and collaboratively
- Gain knowledge and understanding of food trends, presentation and plating of a variety of foods
- Investigate ways in which products, services and environments evolve locally, regionally and globally

Assessment:

- OnGuard Safety Online
- Ethics and Eggs
- Food Journey
- Holy Cow
- Practical Application

AREA 2 - MASTER OF MEALS (FOOD TECHNOLOGIES)

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Course Description:

Students will 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 techniques 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 varieties of technologies in the kitchen and will learn about safety and hygiene in the kitchen which will help them in the future of Food and Hospitality subjects.

Content:

- Apply professional safety to practical activities
- Evaluate safety standards and emulate them in practical lessons
- Work individually and collaboratively
- Gain knowledge and understanding of food trends, presentation and plating of a variety of foods
- Investigate ways in which products, services and environments evolve locally, regionally and globally

Assessment:

- OnGuard
- Workflow Plan
- Equipment selection
- Hygiene in a professional kitchen
- Master of Meals Cook off
- Practical Application

YEAR 7 - SPECIALIST SUBJECTS

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

Learning Intention:

- Specialised skills task folio
- Design process and solution folio

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

Learning Intention:

- Specialised skills task folios

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YEAR 7 - SPECIALIST SUBJECTS

AREA 3 - ACTING FROM THE START (DRAMA)

Course Description:

Give your child the chance to shine and unleash their creativity through acting! Students will explore improvisation, theatre sports, and collaborate with classmates to create captivating stories and performances. They will develop performance skills, gain confidence, and ignite their passion for theatre. Students will enhance spontaneity, adaptability, and teamwork while having fun. Showcase their progress through group work, demonstrating collaborative and self-devised skills. Build confidence, creativity, and communication abilities applicable to various aspects of life. Our goal is to cultivate a lifelong appreciation for theatre, developing confidence and skills. But most importantly... it's fun.

Assessment:

Students will be assessed on participation, working collaboratively with small groups to devise original performances and journal of student's learning and understanding of drama.

Learning Intention:

By the end of the course, students will have an understanding of the elements of drama and/or how they are used to create performance. Students will develop their performance skills and creativity by working collaboratively with other students. This subject will give students a good knowledge basis for continuing drama into Year 8.

AREA 3 - CONTENT CREATORS (MEDIA ARTS)

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Course Description:

Content Creators is an exciting and hands-on media arts course designed to introduce Year 7 students to various forms of content creation. Through engaging practical activities, students will explore the world of photography, videography, and sound editing. This course aims to develop students' creative abilities and equip them with fundamental skills in designing, planning, and producing media art work. This course will allow students to explore the principles of photography, learning about composition, lighting, and visual storytelling. They will capture images that communicate specific ideas or themes and develop their skills in post-processing using editing software. They will delve into the world of videography, learning about shot composition, camera movements, and narrative techniques. They will plan, shoot, and edit short videos, exploring different genres and styles. Students will discover the significance of sound in media arts. They will explore recording techniques, sound design, and editing software to create immersive audio experiences for their media productions.

Assessment:

Assessment in this course will be based on students' active participation in practical activities, the quality of their media arts works, their ability to effectively communicate ideas and meaning,

and their understanding of the technical aspects involved in content creation.

Learning Intention:

- Students will learn how to effectively design, and structure media arts works to communicate ideas, perspectives, and meaning to an intended audience. They will explore different artistic techniques, storytelling methods, and visual communication strategies to convey their creative vision.
- Students will utilise pre-production templates such as storyboards, shooting scripts, and production schedules to plan and create their media productions. They will understand the importance of careful planning, organisation, and collaboration in the content creation process.
- Students will have the opportunity to experiment with various media tools and equipment, including cameras, sound recording devices, and editing software. They will learn how to operate these tools effectively, understanding their technical features and functionalities.

YEAR 7 - SPECIALIST SUBJECTS

AREA 4 - GO M.A.D. (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.

AREA 4 - MUSICAL (DRAMA) (Semester 2 only)

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Course Description:

Do you want a chance to be part of a big production? Musical provides the opportunity for you to be part of the team that puts on a show at the Sir Robert Helpmann Theatre in Term 4! Learn more about how a production is prepared, and take part in the whole process- from painting sets to acting out on stage! So, peek behind the curtain and live out your Broadway dreams with us!

Assessment:

Students will be assessed on:

- Their participation/performance in the Musical.
- A research task about musical theatre; and
- Formative assessments along the way.

Learning Intention:

By the end of this course, students will have a deeper understanding of the offstage roles in Drama. They will have developed their performance skills and creativity by working collaboratively with other members of the class. They will have a better understanding of the genre of musical theatre, and some of the different performance styles and techniques. This subject leads well into studying Drama in Year 8.

YEAR 7 - SPECIALIST SUBJECTS

AREA 4 - SCHOOL OF ROCK (MUSIC)

Course Description:

This course is designed for the music student who loves to play and wants to extend their music know-how!

With a focus on learning through practical tasks in a collaborative environment, students form Rock Bands (vocals, guitar, bass, drums, or take your flute, clarinet, trumpet, trombone or other instrument to the next level).

Students learn to play Rock / Modern music.

Bring a positive mindset and a teamwork attitude and you are ready to ROCK!

Assessment:

- Get Out And Play - perform in class and out of class
- Extend your music understanding – on the go theory, music appreciation

Learning Intention:

By the end of the course, students will have performed in a rock band and extended their knowledge of music.

This course leads well into studying music at a Year 8 level.

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SUBJECT SELECTION TIMELINE



2024 Pathways and Careers Expo



**2024 Year 7/8 Subject Finalisation,
Mary MacKillop Memorial School
Penola. 4:30pm - 5:30pm.**



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



**2024 Year 7/8 Subject Finalisation,
Naracoorte Town Hall 6:30pm - 7:30pm.**



**2024 Year 7/8 Subject Finalisation,
St Anthony's Catholic Primary
School Millicent. 5:00pm - 6:00pm.**



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



**Webchoice Opens
Year 7, 8 & 9 2024 Subject Selections in
Webchoice - current students**



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

LET
YOUR
light
SHINE

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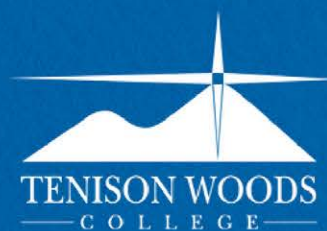
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Tenison Woods College
Early Learning - Year 12
Co-Educational Catholic College

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