### 2015 - Year 8 Scope and Sequence

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong>&lt;br&gt;<strong>Topics</strong></td>
<td><strong>Tales Transformed</strong>&lt;br&gt;Students will study a traditional tale from particular cultural contexts and examine its transformation in different contexts and media.</td>
<td><strong>Fame</strong>&lt;br&gt;Students study a range of media representations of individuals who have achieved fame in a various contexts. Students explore the concept of 'fame' from social, cultural and or political perspectives.</td>
<td><strong>Theme Study</strong>&lt;br&gt;Students explore how themes have been presented in and through a fictional text. Students will be introduced to the form, structure and language of the formal essay.</td>
<td><strong>Visual Texts</strong>&lt;br&gt;Students study a range of advertisements over different platforms. The promotion of sustainability is a particular focus.</td>
</tr>
<tr>
<td><strong>English Assessment</strong>&lt;br&gt;All Classes</td>
<td>• Reading Test&lt;br&gt;• Original Narrative</td>
<td>• Listening Test&lt;br&gt;• PowerPoint Presentation</td>
<td>• Essay</td>
<td>• Original picture book cover OR double page and synopsis&lt;br&gt;• Written Reflection Statement</td>
</tr>
<tr>
<td><strong>Gifted and Talented Classes</strong></td>
<td>• Wide Reading Assignment</td>
<td>• Oral presentation contrasting representation of “fame” in a canonical text and contemporary media</td>
<td>• Wide Reading Assignment</td>
<td>• Composition of complete picture book</td>
</tr>
<tr>
<td><strong>Literacy</strong>&lt;br&gt;(Elective)&lt;br&gt;<strong>Topics</strong></td>
<td><strong>Reading for Meaning</strong>&lt;br&gt;Narrative Writing</td>
<td><strong>Reading</strong> - <strong>Non-Fiction</strong></td>
<td><strong>Theme Study</strong> – <strong>Reading, Writing, Listening, Viewing</strong></td>
<td><strong>Film Study</strong></td>
</tr>
<tr>
<td><strong>Literacy</strong>&lt;br&gt;(Elective)&lt;br&gt;<strong>Assessment</strong></td>
<td>• Reading Comprehension Test&lt;br&gt;• Narrative Writing</td>
<td>• Speech</td>
<td>• Essay</td>
<td>• Listening/Viewing Test&lt;br&gt;• Essay Competition</td>
</tr>
<tr>
<td><strong>Science Topics</strong></td>
<td><strong>Body Secrets</strong>&lt;br&gt;This topic explores several body systems including the digestive, circulatory, respiratory, excretory and skeletal systems and how these systems work together to meet the needs of cells. Plant systems are also examined.</td>
<td><strong>Toy Story</strong>&lt;br&gt;This topic examines the different types of energy and different types of forces including frictional, gravitational, electrostatic and magnetic forces all in the context of toys and games.</td>
<td><strong>All Mixed Up</strong>&lt;br&gt;This topic examines atoms, elements and the periodic table and the difference between compounds and mixtures. It then examines different types of chemical reactions and separation techniques.</td>
<td><strong>Nature’s Factories</strong>&lt;br&gt;This topic explores the wide variety of ecosystems and the unique abiotic and biotic variables within them. It then examines adaptations of organisms within their ecosystem.</td>
</tr>
<tr>
<td><strong>Science Assessment</strong></td>
<td>• Model&lt;br&gt;• Topic Test</td>
<td>• Model&lt;br&gt;• Practical Investigation&lt;br&gt;• Topic Test</td>
<td>• Practical Investigation&lt;br&gt;• Topic Test</td>
<td>• ICT PowerPoint Presentation and Database&lt;br&gt;• Topic Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Due to equipment and resource constraints, the Year 8 topics may be taught in a different order.</td>
</tr>
</tbody>
</table>
### 2015 - Year 8 Scope and Sequence

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| **Mathematics Topics** | **Topic:** Fractions, Decimals and Percentages 2 - Working with Decimals  
Round to a given number of places. Multiply and divide decimals. Investigate terminating and recurring decimals. Investigate irrational numbers including π.  
**Topic:** Area  
Convert between metric units of area. Establish and use formulas to find the areas of triangles, special quadrilaterals and circles. Solve area problems  
**Topic:** Properties of Geometrical Figures 1  
Classify triangles; describe quadrilaterals according to sides and angles. Properties of quadrilaterals. Identify line and rotational symmetry. Angle sum of a triangle and a quadrilateral. Solve simple numerical problems using properties of 2D shapes | **Topic:** Algebraic Techniques 2 (Expanding and Factorising)  
Substitution, expand, factorise simple algebraic expressions  
**Topic:** Rates & Ratios (& Distance/Time Graphs)  
Apply ratios and rates to solve problems. Interpret and draw distance/time graphs  
**Topic:** Linear Relationships 2  
Investigating and graphing linear relationships and equations of straight lines. Solving linear equations graphically. | **Topic:** Right Triangles (Pythagoras Theorem)  
Apply Pythagoras’ theorem to find sides in right-angled triangles and solve problems. Investigate irrational numbers.  
**Topic:** Single Variable Data Analysis  
Analyses single sets of data using measures of location, and range.  
**Topic:** Fractions, Decimals and Percentages (Working with Percentages and Financial Mathematics)  
Investigating and calculating simple percentages. Solving real-life problems involving percentages. Perform calculations involving GST, discounts and best buys. | **Topic:** Volume (and 3D–Shapes)  
**Topic:** Probability 2 (Venn Diagrams)  
Probability of compound events, two way tables and Venn Diagrams.  
**Topic:** Properties of Geometrical Figures 2 (Congruence)  
Define congruency. Identify congruent figures, Identify congruent triangles using the four tests. Solve numerical problems using reasoning.  
**Revision/Catch Up/Activities** |
| **Mathematics Assessment** | • Class Topic Tests/ Assignments/ Presentations during the term  
• Ongoing Class Assessments  
Weeks 2/3: Common and Extension Task | • Class Topic Tests/ Assignments/ Presentations during the term  
• Ongoing Class Assessments  
Weeks 3/4: Common and Extension Task | • Ongoing Class Assessments  
Weeks 3/4: Common and Extension Task | |
| **Geography and History Topics** | **Topic:** The Changing Nature of the World  
**Topic:** Global Inequalities  
**Topic:** Global Organisations  
• Geography skills (inclusive of ICT) – integrated across the semester | **Topic:** Global Geographical Issues -  
• Overview of Issues  
• Chosen Issue No.1  
• Chosen Issue No.2 | **Topic:** Aboriginal & Indigenous Peoples, Colonisation & Contact History  
**Topic:** Expanding Contacts, American Indians, the Spanish Conquest of the Aztecs  
**Topic:** Medieval Europe | **Topic:** Expanding Contacts, the Spanish Conquest of the Aztecs  
**Topic:** Medieval Europe |
<p>| <strong>Geography and History Assessment</strong> | • Research Task | • Research Task and Oral Presentation | • UN Report: Effects of Colonisation | • Research and Personality Task, Diary Accounts, Beliefs and Values |</p>
<table>
<thead>
<tr>
<th>Year 8</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chinese Topics</strong></td>
<td><strong>Topic: Easy Steps to Chinese Book 1</strong>&lt;br&gt;• Self-introduction&lt;br&gt;• Occupation&lt;br&gt;• Time</td>
<td><strong>Topic: Easy Steps to Chinese Book 1</strong>&lt;br&gt;• Daily routine&lt;br&gt;• Means of transport&lt;br&gt;• Colours</td>
<td><strong>Topic: Easy Steps to Chinese Book 2</strong>&lt;br&gt;• Clothing&lt;br&gt;• Parts of the body&lt;br&gt;• Countries and languages</td>
<td><strong>Topic: Easy Steps to Chinese Book 2</strong>&lt;br&gt;• Subjects of Study&lt;br&gt;• Making phone calls&lt;br&gt;• Weather</td>
</tr>
<tr>
<td><strong>Chinese Assessment</strong></td>
<td>• Assignment</td>
<td>• Semester 1 Exam</td>
<td>• Assignment</td>
<td>• Semester 2 Exam</td>
</tr>
<tr>
<td><strong>Dance (Elective) Topics</strong></td>
<td>• Introduction to safe dance&lt;br&gt;• Dance technique&lt;br&gt;• Dance in context/indigenous dance characteristics</td>
<td>• Dance technique&lt;br&gt;• Sequencing&lt;br&gt;• Exploring aspects of space</td>
<td>• Jazz dance technique&lt;br&gt;• Exploring aspects of time&lt;br&gt;• Development of Jazz dance through 20th and 21st centuries</td>
<td>• Performance quality – rehearsal of class item for MADD Night.&lt;br&gt;• Concept/intent&lt;br&gt;• Composing a group dance</td>
</tr>
<tr>
<td><strong>Dance (Elective) Assessment</strong></td>
<td>• Safe dance task&lt;br&gt;• Research task – indigenous dance forms</td>
<td>• Performance of a 1 minute sequence</td>
<td>• Written/oral task - Analysis/evaluation of a performance</td>
<td>• Group composition based on a concept/intent</td>
</tr>
<tr>
<td><strong>Drama (Elective) Topics</strong></td>
<td><strong>Topic: Movement</strong>&lt;br&gt;In this unit students will learn how to create characters through their movement and physicality. They will use music as a foundation for storytelling and a source of dramatic atmosphere.</td>
<td><strong>Topic: Exploration of Medieval Theatre</strong>&lt;br&gt;In this unit students will research Medieval theatre. They will investigate the stories, performance style and dramatic elements of this theatre. Students will perform excerpts from Medieval Mystery, Miracle and Morality plays.</td>
<td><strong>Topic: Mask &amp; Ritual</strong>&lt;br&gt;Students will explore Mask and Ritual. They will work in small groups to illustrate the use of Mask and Ritual in performance and to incorporate their understanding of the elements of drama.</td>
<td><strong>Topic: Improvisation and Playbuilding</strong>&lt;br&gt;Students research and explore an idea through improvisation and playbuilding. They will develop a performance manipulating the elements of drama. <strong>Theatresports</strong></td>
</tr>
<tr>
<td><strong>Drama (Elective) Assessment</strong></td>
<td>• Students use movement /mime and music to create a group performance.&lt;br&gt;• Oral and Written Reflection</td>
<td>• Students submit research on Medieval Theatre. They will present their own original piece of theatre based upon the ancient conventions&lt;br&gt;• Oral and Written Reflection</td>
<td>• Group performance using Mask and Ritual.&lt;br&gt;• Oral and Written Reflection</td>
<td>• Group performance of Playbuilt piece.&lt;br&gt;• Oral and Written Reflection</td>
</tr>
</tbody>
</table>
## 2015 - Year 8 Scope and Sequence

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music Topics</strong></td>
<td><strong>Unit 1 – The Sounds of Music</strong></td>
<td><strong>Unit 2 – The Sounds of Music</strong></td>
<td><strong>Unit 3 – The Sounds of Music</strong></td>
<td><strong>Unit 4 - The Sounds of Music</strong></td>
</tr>
<tr>
<td><strong>Advanced Drum Kit</strong></td>
<td>Advanced Keyboard &amp; Guitar</td>
<td>Introduction to Sibelius</td>
<td>Busking Basics</td>
<td></td>
</tr>
<tr>
<td><strong>Performance</strong> – Complex drum kit patterns. Learn to play patterns that increase in difficulty.</td>
<td><strong>Performance</strong> – Choose to work on guitar or keyboard and learn a piece to be performed as a solo at the end of the unit.</td>
<td><strong>Performance</strong> - Developing arranging skills. In small groups arrange a Verse and Chorus for a song of your choice.</td>
<td><strong>Performance</strong> – Learn to play and sing ‘Leaving on a Jet Plane’ Solo or small group.</td>
<td></td>
</tr>
<tr>
<td><strong>Aural</strong> – MTT working towards Cert 4 - Instruments</td>
<td><strong>Aural</strong> – MTT completion Cert 4 begin Cert 5 - Terms.</td>
<td><strong>Aural</strong> – MTT complete Cert 5 begin Cert 6 - advanced Lessons.</td>
<td><strong>Aural</strong> – MTT completion of Certificate 6&amp;7</td>
<td></td>
</tr>
<tr>
<td><strong>Composition</strong> – Compose own drumbeat.</td>
<td><strong>Composition</strong> – Continue working on Original composition ready for recording end of Term 2.</td>
<td><strong>Composition</strong> – Cubase Audio recording of Leaving on a jet plane assessment.</td>
<td><strong>Composition</strong> – group arrangement of Leaving on a Jet plane to include Intro and Coda</td>
<td></td>
</tr>
<tr>
<td><strong>Music Assessment</strong></td>
<td>Perform sheets 1 &amp; 2 of drum patterns.</td>
<td>Booklet Homework</td>
<td>Booklet Homework</td>
<td>Performance of “Leaving on a Jet Plane”</td>
</tr>
<tr>
<td></td>
<td>MTT Cert 4+ Quiz</td>
<td>Perform individual piece for Assessment on guitar or keyboard.</td>
<td>Research Assignment 2</td>
<td>Yearly test on musical literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete MTT Cert 4 + Quiz</td>
<td>Create an MP3 of your composition and a PDF of your notation</td>
<td>Complete MTT Cert 6  + Quiz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Crossword</td>
<td>MTT Cert 5 + Quiz</td>
<td>Crossword</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete MTT Cert 5</td>
<td>ICT Complete brass research assignment. Moodle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual arrangement</td>
<td>Perform more complex strumming patterns and learn the chords AM, Am, FM, EM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Record Guitar and Vocals using Cubase.</td>
</tr>
<tr>
<td><strong>Music Extension</strong></td>
<td>Learn to play Extension Pieces.</td>
<td>Learn to play Extension Pieces on Moodle</td>
<td>Complete MTT Cert 5</td>
<td><strong>Unit 4 - Introduction to Elective Music</strong></td>
</tr>
<tr>
<td></td>
<td>Composition can include more complex rhythms and fills.</td>
<td>Begin work on MTT Cert 5</td>
<td>Individual arrangement</td>
<td><strong>Performance</strong> – Continue working on Individual &amp; Ensemble Pieces for Assessment Term 4 Week 5</td>
</tr>
<tr>
<td></td>
<td>Melodic Percussion</td>
<td></td>
<td></td>
<td><strong>Aural</strong> – Complete Concepts of Music Cards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Composition</strong> – Sibelius notation task.</td>
</tr>
<tr>
<td><strong>Music (Elective) Topics</strong></td>
<td><strong>Unit 1 - Expressive Arts – Music &amp; Verbal Arts</strong></td>
<td><strong>Unit 2 - Introduction to Production</strong></td>
<td><strong>Unit 3 - Introduction to Sibelius</strong></td>
<td><strong>Unit 4 - Introduction to Elective Music</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Performance</strong> – Work in small groups on a song of your choice to be performed at the end of the term</td>
<td><strong>Performance</strong> – Continue working on cover song to be performed for assessment Term 2 Week 4</td>
<td><strong>Performance</strong> – Developing performance skills through individual performance. Choose ONE piece to work on in an ensemble.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Aural</strong> – Complete MTT Cert 1 – 7. Begin Unit 1 Fretless Theory</td>
<td><strong>Aural</strong> – Complete Unit 1 Fretless Theory and begin Unit 2 Fretless Theory.</td>
<td><strong>Aural</strong> – Continue working through Unit 2 Fretless Theory and begin The Concepts of Music Study Cards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Composition</strong> – Compose your own song. Kool Skools Issues in Relationships</td>
<td><strong>Composition</strong> – Continue working on original composition ready for recording end of Term 2 Kool Skools.</td>
<td><strong>Composition</strong> – Use Cubase and Sibelius to compose a piece of music and notate it.</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
<td>Term 4</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Music Assessment</strong></td>
<td>• Practice Performance of 1 song in a small ensemble</td>
<td>• Performance Term 2 Week 4</td>
<td>• Perform ONE solo piece for assessment. Term 4 Week 5</td>
<td>• Yearly test on musical literacy and the Concepts of Music</td>
</tr>
<tr>
<td></td>
<td>• MTT and Unit 1</td>
<td>• Upload recording of original song for marking Term 2 Week 4</td>
<td>• Theory test Unit 2 Fretless Theory</td>
<td>• Performance of Individual and Ensemble pieces</td>
</tr>
<tr>
<td></td>
<td>• Practice Performance of Original Composition</td>
<td>• Theory test Unit 1 Fretless Theory</td>
<td>• Create an MP3 of your composition and a PDF of your notation – In Class Task</td>
<td>• Ongoing assessment of Coursework</td>
</tr>
<tr>
<td></td>
<td>• Ongoing assessment of Coursework</td>
<td>• Ongoing assessment of Coursework</td>
<td>• Ongoing assessment of Coursework</td>
<td>• Ongoing assessment of Coursework</td>
</tr>
</tbody>
</table>
| **Visual Arts Topics** | **Topic**: Mixed Media - “Face Off”  
• Taking self-portrait ¾ view photograph  
• Printing the photo  
• Drawing the face  
• Excursion to Wildlife World & Sydney Aquarium: drawing & taking photos  
• Back at school students use Black & White photocopies they can colour; drawings they can colour & coloured prints to construct their completed imaginary portrait. | • Art Making & Designs  
• Visual Art Diary Process  
• Theory/Research | • Art Making & Designs  
• Visual Art Diary Process  
• Theory/Research | • Art Making & Designs  
• Visual Art Diary Process  
• Theory/Research |
|  | Theory: **Archimboldo**  
• Structural Frame  
• Subjective Frame | | | |
| **Visual Arts Assessment** | | | | |}

| Visual Arts (Elective) Topics | Art Making Topic: School Production: Mean Girls Two  
Students working on props & backdrops for production. | Art Making Topic: School Production: Mean Girls Two  
Students working on props & backdrops for production. | Art Making Topic: Canteen Murals  
Students continuing to develop murals in the canteen: Theme French Provincial  
And/Or Modernist Painting  
Students working on individual landscape painting based on a Modernist artist.  
And/Or Community Art Project | Art Making Topic:  
Canteen Murals  
Students continuing to develop murals in the canteen: Theme French Provincial  
And/Or Modernist Painting  
Students working on individual landscape painting based on a Modernist artist.  
And/Or Community Art Project |
|  | Canteen Murals  
Students continuing to develop murals in the canteen: Theme French Provincial  
And/Or Modernist Painting  
Students working on individual landscape painting based on a Modernist artist.  
And/Or Community Art Project | Canteen Murals  
Students continuing to develop murals in the canteen: Theme French Provincial  
And/Or Modernist Painting  
Students working on individual landscape painting based on a Modernist artist.  
And/Or Community Art Project | | |}

Theory: **Conceptual Framework**  
• Structural Frame  
• Subjective Frame
## 2015 - Year 8 Scope and Sequence

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modernist Painters</strong></td>
<td>Cultural Frame</td>
<td>Postmodern Frame</td>
<td>Cultural Frame</td>
<td>Postmodern Frame</td>
</tr>
</tbody>
</table>
| **Visual Arts (Elective) Assessment** | • Week 10 - Art Making & Designs  
  • Visual Art Diary Process  
  • Theory/Research | • Week 6 - Art Making & Designs  
  • Visual Art Diary Process  
  • Theory/Research | • Week 10 - Art Making & Designs  
  • Visual Art Diary Process  
  • Theory/Research | • Week 10 - Art Making & Designs  
  • Visual Art Diary Process  
  • Theory/Research |
| **PD/H/PE Theory Topics** | **Topic: A Healthy Me**  
 Students will recognise and evaluate the dynamic nature & contributing factors of their own health and others. | **Topic: Healthy Food Habits**  
 Students will learn about the benefits of healthy eating plans and learn to analyse nutritional information and understand the sociocultural influences on food. | **Topic: Minimising Harm**  
 Students will identify, assess and manage risk behaviours and discover factors influencing decisions regarding risk behaviours. | **Topic: Active Lifestyle**  
 Students will examine benefits of physical activity and will analyse their own participation in physical activity.  
 Students will learn about the different health and skill related components of fitness and will explore ways in which improvement of fitness can occur. |
| **PD/H/PE Practical Topics** | **Fitness Testing**  
 **Invasion Games - 2 (Oztag, Netball, Frisbee, Football)**  
 **Athletics/Cross Country** | **Rhythmic Gymnastics**  
 **Invasion Games 3 (Sofcrosse, European Handball, AFL)** | **Striking Games**  
 (Hockey, Cricket) | **Active Lifestyle** |
| **PD/H/PE Assessment** | • A Healthy Me  
 • Classwork/Homework (ongoing) | • Rhythmic Gymnastics  
 • Healthy Food Habits Test  
 • Invasion Games (ongoing)  
 • Participation/Uniform (ongoing) | • Striking Games (ongoing)  
 • Classwork/Homework (ongoing)  
 • Keeping Safe | • Active Lifestyle Pamphlet  
 • Active Lifestyle Participation/Uniform (ongoing) |
| **Technology Rotational Topics** | **Topic: Growing Green**  
 This topic's Design Project requires students to:  
 • investigate possible uses for a particular herb  
 • generate a company name and logo  
 • compile a range of products based on their selected herb  
 • justify their final designs  
 • prepare and cost herb based products  
 • create a method of promoting their company and their initial product range | **Topic: On the Body**  
 This topic's Design Project requires students to:  
 • investigate the Art Deco Period  
 • consider factors that will affect your design  
 • generate ideas for a sterling silver ring based on the Art Deco Period  
 • produce a final design for the Art Deco ring  
 • construct a jewellery item (ring) and use textile materials to create a jewellery bag. | **Topic: Snack Attack**  
 This topic's Design Project requires students to:  
 • investigate appropriate snack foods for teenagers  
 • justify their final food choices  
 • generate a storyboard for an onscreen presentation  
 • prepare and photograph appropriate snack foods  
 • produce an onscreen presentation that provides teenagers with healthy snack food recipes |
Three topics are included in the Year 8 Technology course. Due to rooming and equipment constraints, the topics in Year 8 will be taught in a rotational manner to classes.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
</table>
| Technology Assessment | • Individual Topic Portfolio  
• Design Project Components | • Individual Topic Portfolio  
• Design Project Components | • Individual Topic Portfolio  
• Design Project Components |