### English Topics

**Term 1**

**Topic: Identity**
- This unit explores personal, social and cultural identity as it is presented in a variety of texts, with a particular focus on narrative and persuasive texts.

**Term 2**

**Topic: Poetry**
- The study of the forms and techniques of poetry, introducing key structures and techniques.

**Term 3**

**Topic: Page to Stage**
- Students study then adapt a novel or play or short story for a new audience.

**Term 4**

**Topic: Advertising**
- Students study a range of advertisements over different platforms. The promotion of sustainability is a particular focus.

### English Assessment

**All Classes**

- PowerPoint Presentation
- Novel Review

**Gifted and Talented Classes**

- Wide Reading Assignment
- Poetry Performance OR Portfolio of original poetry

**Gifted and Talented Outcomes**

- Responds to and composes texts for understanding, interpretation and imaginative expression
- Uses a range of processes, skills, knowledge and strategies for responding to and composing texts in different technologies
- Identifies, considers and appreciates cultural expression in texts

### Mathematics Topics

**Term 1**

- **Topic: Computation with Integers**
  - Addition, subtraction, multiplication, division. Order of operation; apply associative, commutative & distributive laws. Compare, order, add, subtract, multiply and divide integers.
- **Topic: Angle Relationships (in Parallel Lines)**
  - Use the language, notation and conventions of geometry. Apply the properties of corresponding angles.

**Term 2**

- **Topic: Length (Length, Perimeter, Circumference)**
  - Calculates the perimeters of plane shapes and circumference of circles. Investigate the relationship between features of the circles, (e.g. circumference, radius & diameter)
- **NAPLAN Testing**
  - **Topic: Introductory Algebra**
  - Generalises number properties to

**Term 3**

- **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

**Term 4**

- **Topic: Working with Fractions (Fractions, Decimals and Percentages)**
  - Connecting between equivalent fractions, decimals & percentages. Simple conversions between fractions, decimals & percentages. Compare fractions, mixed numerals, place fractions on an integer number line. Add, subtract, multiply and divide fractions with same and different denominators. Express one quantity as a fraction of another.
### Year 7 Scope and Sequence

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Term 1</th>
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<th>Term 4</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>alternate and co-interior angles on parallel lines to find unknown angles with reasoning. Determine and justify that particular lines are parallel. Solve numerical exercises.</td>
<td>operate with algebraic expressions. Use letters to represent numbers, recognise and use simple algebraic expressions, simplify algebraic expression using the four operations.</td>
<td><strong>Representation</strong>&lt;br&gt;• Collects, represents and interprets single sets of data, using appropriate statistical displays. Explore the practicalities and implications of obtaining data through a variety of investigative sources. Construct and compare a range of data displays, including stem-and-leaf plots and dot plots.</td>
<td><strong>Topic: Simple Probability</strong>&lt;br&gt;Construct simple sample spaces for single step experiments with equally likely outcomes. Find probabilities of events in single step experiments. Identify complementary events and use the sum of probability to solve problems.</td>
</tr>
</tbody>
</table>
| **Topic:** Time | **Topic:** Equations | **Topic:** Linear Relationships | **Topic:** Volume (and 3D–Shapes) | **Revision/Catch-up/Activities**
| **NAPLAN Prep** | | Describe translations and reflections in an axis on the Cartesian plane. | |

**Mathematics Assessment**
- Class Topic Tests
- Research Assignment- ‘Maths A Human Endeavour’
- Ongoing Class Assessments
- Semester 1 Common and Extension Task
- Class Topic Tests
- Formal Take-Home Assignment
- Ongoing Class Assessments
- Semester 2 Common and Extension Task

**Mathematics Syllabus Outcomes**
- compares, orders and calculates with integers MA4-4NA
- generalises number properties to operate with algebraic expressions MA4-6NA
- performs calculations of time that involve mixed units, and interprets time zones MA4-15MG
- calculates the perimeters of plane shapes and the circumferences of circles MA4-12MG
- uses algebraic techniques to solve simple linear and quadratic equations MA4-10NA
- identifies and uses angle relationships, including those related to transversals on sets of parallel lines MA4-18MG
- collects, represents and interprets single sets of data, using appropriate statistical displays MA4-19SP
- creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane MA4-11NA
- operates with fractions, decimals and percentages MA4-5NA
- represents probabilities of simple and compound events MA4-21SP
- uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume MA4-14MG

**Syllabus Outcomes Link**
## Science Topics

### Term 1
- **Topic: Introduction to Science**
  - Using laboratory equipment, safety and experimental design

### Term 2
- **Topic: In a Class of Its Own**
  - This topic investigates the differences within and between groups of organisms and how classification helps to organise this diversity. It then focuses on cells as the basic units of living things and have specialised structures and functions.

### Term 3
- **Topic: May the Force Be With You**
  - This topic examines the nature of forces and the everyday observation and application of forces that act at a distance. It then relates forces to the workings of our Solar System.

### Term 4
- **Topic: Heavy Metal Rocks**
  - This topic explores the elements and the properties of some of the more common ones including metals and non-metals and the differences between compounds and mixtures. It then explores sedimentary, igneous and metamorphic rocks and the processes that occur within the Earth to form them.

## Science Assessment

- Design Task
- Topic Test
- Cell Model
- Topic Test
- Research Task
- Topic Test
- ICT Database
- Topic Test

*Due to equipment and resource constraints, the Year 7 topics may be taught in a different order.*

## Science Syllabus Outcomes

<table>
<thead>
<tr>
<th>Science Syllabus Outcomes</th>
<th>Term 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td>describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and the Solar system</td>
<td>describes the structure and function of living things to their classification, survival and reproduction</td>
<td>describes the action of unbalanced forces in everyday situations</td>
<td>describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and the Solar system</td>
<td></td>
</tr>
<tr>
<td>describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.</td>
<td>identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</td>
<td>discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations</td>
<td>explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management</td>
<td></td>
</tr>
<tr>
<td>explains how new biological evidence changes people's understanding of the world</td>
<td>collaboratively and individually produces a plan to investigate questions and problems</td>
<td>describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and the Solar system</td>
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<td>scientific knowledge</td>
<td>first-hand investigation and secondary sources to identify trends, patterns and relationships and draw conclusions.</td>
<td>and makes predictions based on scientific knowledge</td>
<td>understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life.</td>
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<td>Geography Topics</td>
<td><strong>Topic: Landscapes and landforms (15 lessons)</strong></td>
<td></td>
<td><strong>Topic: Place and liveability (15 lessons)</strong></td>
<td></td>
</tr>
<tr>
<td>Geography Assessment</td>
<td>Geography skills (inclusive of ICT) – integrated across both semesters</td>
<td>Research and report task</td>
<td>Semester exam (skills and content)</td>
<td></td>
</tr>
<tr>
<td>Geography Syllabus Outcomes</td>
<td>locates and describes the diverse features and characteristics of a range of places and environments GE4-1</td>
<td>describes processes and influences that form and transform places and environments GE4-2</td>
<td>locates and describes the diverse features and characteristics of a range of places and environments GE4-1</td>
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<td>Geography Syllabus Outcomes</td>
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<td>explains how interactions and connections between people, places and environments result in change GE4-3</td>
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|        | • examines perspectives of people and organisations on a range of geographical issues GE4-4  
|        | • discusses management of places and environments for their sustainability GE 4-5  
|        | • acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7  
|        | • communicates geographical information using a variety of strategies GE4-8  
|        |        |        | • examines perspectives of people and organisations on a range of geographical issues GE4-4  
|        | • explains differences in human wellbeing GE4-6  
|        | • acquires and processes geographical information by selecting and using geographical tools for inquiry GE4-7  
|        | • communicates geographical information using a variety of strategies GE4-8  
| Geography and History Topics | Depth Study 1: History - Investigating the Ancient Past  
| | Depth Study 2: History - The Mediterranean World: Egypt  
| | Depth Study 3: History - The Asian World: China  
| | • How do we know about the ancient past?  
| | • Why and where did the earliest societies develop?  
| | • What emerged as the defining characteristics of ancient societies?  
| | • What have been the legacies of ancient societies?  
| | • Geographical skills, fieldwork and ICT integrated into content and assessment.  
| Geography and History Assessment | In Class Assignment and Virtual Site Study  
| | Social History Assignment  
| | Historical Personality Assignment  
| | Skills and Knowledge Examination  
| | Research, inquiry and presentation  
| Geography and History Syllabus Outcomes | • Describes the nature of history, archaeology and explains their contribution to an understanding of the past  
| | • Describes and explains the cause and effects of events of past societies over time  
| | • Uses evidence from sources to support historical narratives and explanations  
| | • Locates, selects and organises information from sources  
| | • Selects and uses appropriate oral, written, visual and digital forms to communicate about the past  
| | • Describes major periods of historical time and sequences events, people and societies from the past  
| | • Describes and assesses the motives and actions of past individuals and groups in the context of past societies  
| | • Uses a range of historical terms and concepts when communicating an understanding of the past  
| | • Uses evidence from sources to support historical narratives and explanations  
| | • Identifies, gathers and interprets geographical information  
| | • Uses a range of geographical tools  
| | • Demonstrates a sense of place about global environments  
| | • Explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship  
| | • Identifies, gathers and organises geographical information  
| | • Uses a range of written, oral and graphic forms to communicate geographical information  
| | • Describes the geographical processes that form and transform environments  
| | • Explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship  
|
## Year 7 Scope and Sequence

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</thead>
</table>
| **Chinese Topics** | Topic: *Jinbu*  
  - Book 1  
  - Greetings  
  - Family and Home | Topic: *Jinbu*  
  - Book 1  
  - Hobbies | Topic: *Jinbu*  
  - Book 1  
  - School | Topic: *Jinbu*  
  - Book 1  
  - Food and Drink |
| **Chinese Assessment** | Research ICT Task | Semester One Exam | Research ICT Task | Semester Two Exam |
| **Chinese Syllabus Outcomes** | Identify roles and relationships between participants in texts  
  Deduce meaning from context and prior knowledge of subject matter when listening for main ideas  
  Identify specific information  
  Maintain social interactions and communicate appropriately in familiar contexts | Select and incorporate modelled structures when producing own texts  
  Express ideas and provide additional details in a series of linked sentences  
  Recognise that *Hanzi* are phonetic compounds with a component to denote or approximate the sound of *Hanzi*  
  Identify ways in which stress, intonation and body language are used to convey meaning | Recognise that *Hanzi* are phonetic compounds with a component to denote or approximate the sound of *Hanzi*  
  Identify ways in which stress, intonation and body language are used to convey meaning | Recognise how culturally appropriate language and behaviour are used in formal and informal contexts  
  Research and present information on Chinese-speaking communities using a range of information and communication technologies |
| **French Topics** | Topic: *French and the Francophone world*  
  - French map  
  - French facts  
  - Important French monuments/sites  
  - French cuisine  
  - Experimenting with French recipes | Topic: *Chapter 1 – Who are they?*  
  - Greetings  
  - French café culture  
  - Numbers 11-30  
  - Days of the week  
  - Descriptions  
  - Formal and informal language: “Tu” and “Vous” | Topic: *Chapter 3 – My family*  
  - France and multiculturalism  
  - Possessive pronouns  
  - Asking questions  
  - The verb, “Avoir”  
  - Numbers 30-70  
  - Family Tree  
  - The French alphabet | Topic: *Chapter 4 – At the table!*  
  - French public holidays  
  - Using infinitives with other verbs  
  - Regular -er verbs  
  - Articles  
  - The months of the year  
  - Working with dictionaries |
| **French Assessment** | Research ICT Task | Semester One Exam | Research ICT Task | Semester Two Exam |
| **French Syllabus Outcomes** | Topic: *The beginning*  
  - Talking about yourself  
  - Talking to someone else  
  - Numbers 0-10  
  - Forms of address  
  - French accents | Topic: *Chapter 2 – Do you like animals?*  
  - Pets in France  
  - The verb “Etre”  
  - Animal names and sounds  
  - Colours  
  - French families  
  - French attitudes to people with disabilities  
  - Iron Man Race | Topic: *The French Revolution*  
  - Course Revision |
## 2016 - Year 7 Scope and Sequence

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</table>
| **French Assessment** | • ICT Research Task  
• Create a model of a French monument/site  
• Semester 1 Exam  
• Create their own animal mask  
• Create their own cartoon strip using Photoshop  
• Semester 2 - Yearly Exam  
• Create their own class play on the French Revolution | **French Syllabus Outcomes** | • 4.MBC.1 Identifies cultural values and practices in observing social interaction among members of the community  
• 4.MBC.2 Identifies the importance of tradition to a sense of cultural identity and diversity within the culture  
• Uses ICT skills to access and present up-to-date information about France to enhance classroom learning  | **Drama Topics** | **Drama Assessment** | **Improvisation** | **Improvisation & Playbuilding** |
<p>| <strong>Term 1</strong> | <strong>Topic: Elements of Drama</strong> | <strong>Term 1</strong> | <strong>Topic: Elements of Drama</strong> | <strong>Term 3</strong> | <strong>Term 4</strong> |
| <strong>Term 2</strong> | <strong>Topic: Elements of Drama</strong> | <strong>Term 2</strong> | <strong>Topic: Elements of Drama</strong> | <strong>Term 3</strong> | <strong>Term 4</strong> |
| <strong>Term 3</strong> | <strong>Topic: Improvisation</strong> | <strong>Term 3</strong> | <strong>Topic: Improvisation</strong> | <strong>Term 3</strong> | <strong>Term 4</strong> |
| <strong>Term 4</strong> | <strong>Topic: Improvisation &amp; Playbuilding</strong> | <strong>Term 4</strong> | <strong>Topic: Improvisation &amp; Playbuilding</strong> | <strong>Term 4</strong> | <strong>Term 4</strong> |</p>
<table>
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<tr>
<th>Drama/Syllabus Outcomes</th>
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<tbody>
<tr>
<td>Improvises and playbuilds through group-devised processes.</td>
<td>Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action</td>
<td>Explores a range of ways to structure dramatic work in collaboration with others.</td>
<td>Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action</td>
<td>Improvises and playbuilds through group-devised processes.</td>
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<td>Explores a range of ways to structure dramatic work in collaboration with others.</td>
<td>Improvises and playbuilds through group-devised processes.</td>
<td>Uses performance skills to communicate dramatic meaning.</td>
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<td>Devises and enacts drama using scripted and unscripted material.</td>
</tr>
<tr>
<td>Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama.</td>
<td>Devises and enacts drama using scripted and unscripted material.</td>
<td>Explores a range of ways to structure dramatic work in collaboration with others.</td>
<td>Devises and enacts drama using scripted and unscripted material.</td>
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<td>Describes the contribution of individuals and groups in drama using relevant drama terminology.</td>
<td>Experiments with performance spaces and production elements appropriate to purpose and audience.</td>
<td>Creates dramatic meaning.</td>
<td>Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience.</td>
<td>Creates dramatic meaning.</td>
</tr>
<tr>
<td>Music Topics</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
</tr>
<tr>
<td>• Definitions</td>
<td>• Aural skills – Times Square Times Ten &amp; The Typewriter.</td>
<td>• Notating Sounds</td>
<td>• Music literacy skills – reading and notating pitch and rhythm.</td>
<td></td>
</tr>
<tr>
<td>• Genres</td>
<td>• Form/Structure</td>
<td>• Reading a GN score</td>
<td>• Guitar</td>
<td></td>
</tr>
<tr>
<td>• Careers</td>
<td>• Methods of Sound Production</td>
<td>• Introduction to Cubase</td>
<td>• Performance – Introductory guitar skills.</td>
<td></td>
</tr>
<tr>
<td>• Properties of sound</td>
<td>• Keyboard</td>
<td>• Performing keyboard skills.</td>
<td>• Performance – Developing keyboard skills.</td>
<td></td>
</tr>
<tr>
<td>• Types of sound</td>
<td>• Performance</td>
<td>• Ode to Joy (RH &amp; LH) using correct technique.</td>
<td>• Performance – Developing keyboard skills.</td>
<td></td>
</tr>
<tr>
<td>• ClickView – from Handel to Hip Hop</td>
<td>• Aural</td>
<td>• Analysing structure and roles of instruments.</td>
<td>• Performance – Developing keyboard skills.</td>
<td></td>
</tr>
<tr>
<td>• Drum Kit</td>
<td>• Complete Pitch booklet focusing on the notes on the treble and bass clefs and study for the quiz</td>
<td>• Composition – create your own arrangement of chords in small groups to be performed for the class.</td>
<td>• Performance – Developing keyboard skills.</td>
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<tr>
<td>• Performance – Introductory drum kit skills.</td>
<td>• Composition – Add keyboard riff chords and a bass line to the percussion Arrangement.</td>
<td></td>
<td>• Performance – Developing keyboard skills.</td>
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<td>• Aural – Complete Duration Booklet and study for quiz.</td>
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<td>• Performance – Developing keyboard skills.</td>
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<td>• Composition – Organising sounds into musical patterns.</td>
<td></td>
<td></td>
<td>• Performance – Developing keyboard skills.</td>
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<tr>
<td>Use Music Technology to compose a simple percussion.</td>
<td></td>
<td></td>
<td>• Performance – Developing keyboard skills.</td>
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</tbody>
</table>

Unit 4 Introduction to Notation

• Music literacy skills – reading and notating pitch and rhythm.

Guitar

Performance – Introductory guitar skills. The parts of the guitar and learn to play the chords Em, C, G, D. Play basic strumming pattern and more complex strumming patterns. “Someone Like You” & “Riptide”

Aural – Start/Continue with Music Tech Teacher Cert 1-7

Composition – Group Graphic Notation Comp p34
### 2016 - Year 7 Scope and Sequence

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| **Music Assessment** | | | | | Create a Wav file/ MP3 of your arrangement and play this for the class.  
|  | Pre-quiz to gage prior knowledge and improvement throughout the year  
|  | Booklet Homework (p8, 9 & 13)  
|  | Percussion composition (ICT Task)  
|  | Percussion instrument pic/info table assignment - Word doc + images  
|  | Music Theory Quiz – Duration  
| **Music Differentiation** | | Learn to play Extension Pieces 1 & 2 Jingle Bells and Greensleeves – on MOODLE  
|  | Begin work on MTT Cert 2  
|  | Arrange and compose the whole song including Middle 8 and instrumental bridge.  
|  | Extend your composition by adding tuned instruments and traditional notation  
|  | Complete MTT Cert 2  
| **Music Syllabus Outcomes** | | Performs on piano using correct technique.  
|  | Performs music using drum notation.  
|  | Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.  
|  | Demonstrates musical literacy through the use of notation and the reading and interpreting of scores used in the music selected for study.  
|  | Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.  
|  | Demonstrates musical literacy through the use of notation,  
|  | Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, arranging and composing an original song using Cubase.  
|  | Demonstrates an understanding of musical concepts through recording musical ideas.  
|  | Identifies the use of technology in the music selected for study, appropriate to the musical context.  
|  | Performs in a range of musical styles demonstrating an understanding of musical concepts  
|  | Performs music using tablature notation.  
|  | Performs music demonstrating solo and/or ensemble awareness  
|  | Demonstrates musical literacy through the use of notation and terminology.  
|  | Demonstrates an appreciation, tolerance and respect for music as an artform  
|  | Demonstrates a developing confidence and willingness to
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<tr>
<td><strong>Visual Arts</strong>&lt;br&gt;<strong>Topics</strong></td>
<td>“My Initials”&lt;br&gt;Hand art&lt;br&gt;Drawing&lt;br&gt;“Rainbow Tattoo” Hand art&lt;br&gt;Scratchboard</td>
<td>“Mosaic The Organiks”&lt;br&gt;Flowers&lt;br&gt;Watercolour&lt;br&gt;Organic Landscape</td>
<td>“I’ve Been Framed!”&lt;br&gt;Collage&lt;br&gt;Ready made frame</td>
<td><strong>HANDSCAPE</strong>&lt;br&gt;“Holding Onto Dreams”&lt;br&gt;Handscape Surrealism&lt;br&gt;Mixed Media</td>
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<td>• Lead pencil drawing&lt;br&gt;• Realism, Stylised &amp; Silhouette&lt;br&gt;• Calligraphy&lt;br&gt;• Composition and placement&lt;br&gt;• Structural Frame&lt;br&gt;Michelangelo - Sistine Chapel&lt;br&gt;“Creation of Adam”</td>
<td>• Outdoor investigation&lt;br&gt;• Digital Photography&lt;br&gt;• Drawing&lt;br&gt;• Numeracy (grids)&lt;br&gt;• Structural Frame&lt;br&gt;Georgia O’Keefe&lt;br&gt;David Hockney</td>
<td>• Construction in cardboard&lt;br&gt;• 2D/3D relief sculpture found objects (Natural)&lt;br&gt;• Decorative painted surface&lt;br&gt;• Structural Frame&lt;br&gt;Subjective Frame&lt;br&gt;Goldsworthy</td>
<td>• Life Drawing&lt;br&gt;• Universal and personal symbols&lt;br&gt;• Graphic lead pencil&lt;br&gt;• Mixed media</td>
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<td><strong>Visual Arts</strong>&lt;br&gt;<strong>Assessment</strong></td>
<td>• Art Making &amp; Designs&lt;br&gt;• Visual Art Diary Process&lt;br&gt;• Theory/Research</td>
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<td><strong>Visual Arts</strong>&lt;br&gt;<strong>Syllabus Outcomes</strong></td>
<td>• uses a range of strategies to explore different art making conventions and procedures to make artworks&lt;br&gt;• explores the function of and relationships between artist – artwork – world – audience&lt;br&gt;• makes artworks that involve some understanding of the frames&lt;br&gt;• recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts&lt;br&gt;• investigates ways to develop</td>
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| meaning in their artworks  
  • selects different materials and techniques to make artworks  
  • explores aspects of practice in critical and Historical interpretations of art  
  • explores the function of and relationships between the artist – artwork – world –audience  
  • begins to acknowledge that art can be interpreted from different points of view  
  • recognises that art criticism and art history construct meanings | interpretations of art  
  • begins to acknowledge that art can be interpreted from different points of view |  
| PD/H/PE Theory Topics | Communicating with Others  
  Students will investigate the nature of relationships, how relationships work and strategies to seek help. | Adolescence and Change  
  Students will investigate their sense of self and identify changes associated with adolescence. | Healthy Food Habits  
  Students will learn about the benefits of healthy eating and learn to analyse nutritional information. They will gain knowledge about all of the influences on food choices. | Safe Living  
  Students will discuss the risk factors and safety behaviours associated with sun, sport, road, water and fire safety. They will also learn basic first aid skills. |
| PD/H/PE Practical Topics | Fundamental Movement Skills  
  (Throw, Catch, Leap, Jump, Skip)  
  Athletics/ Cross Country | Gymnastics  
  (Basic Skills, Floor Routines)  
  Net/ Court Games 1  
  (Handball, Tennis, Volleyball) | Invasion Games 1  
  (Basketball, Netball, Soccer) | Dance  
  (Creative Dance)  
  Striking Games 1  
  (Softball) |
| PD/H/PE Assessment | Fundamental Movement Skills  
  (Throw, Catch, Leap, Jump, Skip)  
  Athletics/ Cross Country | Gymnastics  
  (Basic Skills, Floor Routines)  
  Net/ Court Games 1  
  (Handball, Tennis, Volleyball) | Invasion Games 1  
  (Basketball, Netball, Soccer) | Dance  
  (Creative Dance)  
  Striking Games 1  
  (Softball) |
|  | • Newspaper Article (Week 8)  
  • Classwork/Homework (ongoing) | • Gymnastics Floor Routine (Week 3)  
  • Participation/Uniform (ongoing) | • Recipe Investigation(Week 5)  
  • Invasion Games (ongoing)  
  • Classwork/Homework (ongoing) | • Group Dance Performance (Week 5)  
  • Safe Living Board Game (Week 6)  
  • Participation/Uniform (ongoing) |
| PD/H/PE Syllabus Outcomes | • Identifies and selects strategies that enhance their ability to cope and feel supported.  
  • Demonstrates and refines movement skills in a range of contexts and environments. | • Describes the qualities of positive relationships and strategies to address the abuse of power.  
  • Combines the features of elements of movement composition to perform in a range of contexts and environments. | • Describes how to access and assess health information, products and services.  
  • Demonstrates and refines movement skills in a range of contexts and environments. | • Identifies the consequences of risk behaviours and describes strategies to minimise harm.  
  • Combines the features of elements of movement composition to perform in a range of contexts and environments. |
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<td><strong>Technology Rotational Topics</strong></td>
<td><strong>Topic: Fun in the Sun</strong>&lt;br&gt;• This topic’s Design Project requires students to:&lt;br&gt;• investigate sun protective clothing&lt;br&gt;• generate ideas for a range of sun protective clothing and accessories for teenagers&lt;br&gt;• justify their final fashion design choices&lt;br&gt;• construct of a textiles item (shorts) and design a swing tag for their item</td>
<td><strong>Topic: Multicultural Munch</strong>&lt;br&gt;• This topic’s Design Project requires students to:&lt;br&gt;• investigate a particular country’s food habits (individual)&lt;br&gt;• compile information related to their research into a word processed report (individual)&lt;br&gt;• prepare a food from a selected country (in groups)&lt;br&gt;• design and produce a computer generated booklet to present recipes from various cultures (as a class)</td>
<td><strong>Topic: Room for Improvement</strong>&lt;br&gt;• This topic’s Design Project requires students to:&lt;br&gt;• investigate interior design components such as colour schemes, finishes and furnishings and decorator items&lt;br&gt;• produce a mood board/collage of possible design ideas for their ‘ideal’ bedroom&lt;br&gt;• generate a design portfolio of their final bedroom makeover improvements&lt;br&gt;• design and create decorator items for their bedroom</td>
<td><strong>Three topics are included in the Year 7 Technology course. Due to rooming and equipment constraints, the topics in Year 7 will be taught in a rotational manner to classes.</strong></td>
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| Technology Assessment | • Individual Topic Portfolio<br>• Design Project Components | • Individual Topic Portfolio<br>• Design Project Components | • Individual Topic Portfolio<br>• Design Project Components |

| Technology Syllabus Outcomes | The following outcomes are covered in each Area of Year 7 throughout the year | generates and communicates creative design ideas and solutions<br>selects, analyses, presents and applies research and experimentation from a variety of sources<br>demonstrates responsible and safe use of a range of tools, materials and techniques in each design project<br>produces quality solutions that respond to identified needs and opportunities in each design project<br>applies appropriate evaluation techniques throughout each design project<br>applies design processes that respond to needs and opportunities in each design project<br>describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications<br>identifies the roles of designers and their contribution to the improvement of the quality of life<br>applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects<br>explains the impact of innovation and emerging technologies on society and the environment<br>applies management processes to successfully complete design projects<br>identifies and explains ethical, social, environmental and sustainability considerations related to design projects |