

	Term 1	Term 2	Term 3	Term 4
Content	Focus Area - Power Students explore representations of the concept “Power” in a close study of a substantial prose text and related texts.	Comparative Text Study Students analyse the values and ideas communicated to a new audience in the adaptation/ transformation of a text from an earlier publication or performance.	Close Text Study Students closely examine a prose or drama text and analyse how its form, features and language create meaning.	Portfolio of Writing This unit extends student knowledge of styles, forms, features and structures of texts. Students analyse and compose a range of texts..
Assessment	Essay Explaining how “Power” has been represented in set text	Speech Comparing studied texts	Essay Analysing studied text	Yearly Examination Reading Comprehension Original Narrative Composition
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	EN5-2A, EN5-4B, EN5-6C, EN5-7D	EN5-3B, EN5-4B, EN5-6C	EN5-1A, EN5-3B, EN5-8D	EN5-2A, EN5-3B, EN5-7D

Year 10 Mathematics (5.3)

2020 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Numbers of any Magnitude Interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures.</p> <p>Surds Performs operations with surds. .</p> <p>Interest and Depreciation Solves financial problems involving earning, spending and investing money. Solves financial problems involving compound interest.</p> <p>Ratio and Rates Operates with ratios and rates and explores their graphical representations. Solves problems involving direct and indirect proportion. Draws, interprets and analysis graphs of physical phenomena.</p>	<p>Surface Area and Volume Uses formulas to calculate volumes of prisms, cylinders and converts between units of volume. Calculates the surface area and volume of right prisms, right pyramids, right cones, spheres, cylinders and related composite solids.</p> <p>Algebraic Techniques Simplifies algebraic fractions, and expands and factorises quadratic expressions. Applies index laws to operate with algebraic expressions. Selects and applies appropriate algebraic techniques to operate with algebraic expressions.</p> <p>Investigating Data Uses quartiles and box plots to compare sets of data, and evaluate sources of data. Investigates relationships between two statistical variables, including their relationship over time. Uses standard deviation to analyse data. Investigates the relationship between numerical variables using lines of best fit.</p>	<p>Equations and Inequalities Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations. Solves linear inequalities and linear simultaneous equations, using analytical and graphical techniques.</p> <p>Trigonometry Applies trigonometry to solve problems, including problems involving angles of elevation and depression and bearings. Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.</p> <p>Graphs Connects algebraic and graphical representations of simple non-linear relationships. Sketches and interprets a variety of non-linear relationships. Solves complex quadratic equations.</p> <p>Logarithms Uses the definition of a logarithm to establish and apply the laws of logarithms.</p>	<p>Probability Calculates relative frequencies to estimate probabilities of simple and compound events. Describes and calculates probabilities in multi-step experiments.</p> <p>Properties of Geometrical Figures Proves triangles are similar, and uses formal geometrical reasoning to establish properties of triangles and quadrilaterals.</p>
	Assessment	Investigation or Assignment or Written Task Stage 5.3 Assessment 1	Ongoing class assessments Stage 5.3 Exam Assessment 2	Investigation or Assignment or Written Task Stage 5.3 Assessment 3
	Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.			
	Syllabus Outcomes	MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG, MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-5NA, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA, MA5.3-6NA.	MA4-14MG, MA5.1-1WM, MA5.1-3WM, MA5.1-5NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-11MG, MA5.2-12MG, MA5.2-6NA, MA5.2-7NA, MA5.2-15SP, MA5.2-16SP, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-13MG, MA5.3-14MG, MA5.3-5NA, MA5.3-6NA, MA5.3-18SP, MA5.3-19SP.	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.2-13MG, MA5.2-10NA, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA, MA5.3-15MG, MA5.3-7NA, MA5.3-9NA, MA5.3-11NA.
				MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.3-1WM, MA5.3-2WM, MA5.2-17SP, MA5.2-14MG, MA5.3-16MG.

	Term 1	Term 2	Term 3	Term 4
Content	<p>Numbers of any Magnitude Interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures.</p> <p>Interest and Depreciation Solves financial problems involving earning, spending and investing money. Solves financial problems involving compound interest.</p> <p>Ratio and Rates Operates with ratios and rates, and explores their graphical representations. Recognises direct and indirect proportion, and solves problems involving direct proportion.</p>	<p>Surface Area and Volume Uses formulas to calculate volumes of prisms, cylinders and converts between units of volume. Calculates the surface area and volume of right prisms, cylinders and related composite solids.</p> <p>Algebraic Techniques Simplifies algebraic fractions, and expands and factorises quadratic expressions. Applies index laws to operate with algebraic expressions involving integer indices.</p> <p>Investigating Data Uses statistical displays to compare sets of data. Uses quartiles and box plots to compare sets of data, and evaluate sources of data. Investigates relationships between two statistical variables, including their relationship over time.</p>	<p>Equations and Inequalities Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.</p> <p>Trigonometry Applies trigonometry to solve problems, including problems involving angles of elevation and depression and bearings.</p> <p>Graphs Graphs simple non-linear relationships. Connects algebraic and graphical representations of simple non-linear relationships.</p>	<p>Probability Calculates relative frequencies to estimate probabilities of simple and compound events. Describes and calculates probabilities in multi-step experiments.</p> <p>Properties of Geometrical Figures Calculates the angle sum of any polygon and uses properties of triangles and quadrilaterals to find unknown side lengths and angles.</p>
Assessment	Investigation or Assignment or Written Task Stage 5.1 5.2 Assessment 1	Ongoing class assessments Stage 5.2 5.1 Exam Assessment 2	Investigation or Assignment or Written Task Stage 5.2 5.1 Assessment 3	Ongoing class assessments Stage 5.3 Yearly Examination
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG, MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-5NA.	MA4-14MG, MA5.1-1WM, MA5.1-3WM, MA5.1-5NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-11MG, MA5.2-12MG, MA5.2-6NA, MA5.2-7NA, MA5.2-15SP, MA5.2-16SP.	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.2-13MG, MA5.2-10NA.	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.3-1WM, MA5.3-2WM, MA5.2-17SP, MA5.2-14MG.

	Term 1	Term 2	Term 3	Term 4
Content	<p>Journey to the Centre of the Earth This topic examines plate tectonics and the theory of continental drift. It will also examine earthquakes, volcanic eruptions and their causes and focus on ways that society is trying to lessen their impact through better prediction techniques and building designs.</p>	<p>Don't Overreact This topic focuses on atomic structure and its link to the behaviour of atoms during chemical reactions. Naming of compounds and chemical equations are the emphasis of this unit.</p> <p>Independent Open Investigation This module teaches students how to design and carry out an Independent Open Ended Investigation.</p>	<p>Crash Test Dummies This topic focuses on the contributions of Sir Isaac Newton to our understanding of motion. It examines his Laws of Motion and practical applications of these laws to car safety.</p>	<p>CSI of Life Examines the structure and behaviour of the basic units of inheritance and uses this information to explain inheritance patterns in humans and other organisms. The topic then links genetics to Darwin's Theory of Evolution by Natural Selection.</p>
Assessment	ICT Research Topic Test	Experimental report - Don't Overreact Independent Open Investigation Topic Test for each topic	Practical test Topic test	Modelling and ICT graphing skills Topic test
<p>All topics take approximately 6 weeks to complete.</p> <p>One teacher takes each class for one topic so classes are rotated through the course and therefore the sequence of topics studied will vary from class to class.</p>				
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.</p>				
Syllabus Outcomes	SC5-ES2, SC5-ES3 SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-CW3, SC5-CW4 SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-PW2, SC5-PW4 SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-LW3, SC5-LW4 SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS

	Term 1	Term 2	Term 3	Term 4
Content	Environmental Change and Management Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.		Human Wellbeing Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.	
	Geographical skills, fieldwork and ICT integrated into content and assessment.			
Assessment	Investigative Report and Presentation	Extended Response (Coastal Environments)		Yearly Examination
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8		GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	

	Term 1	Term 2	Term 3	Term 4
Content	Depth Study 6: School developed Topic: The Holocaust	Depth Study 5: The Globalising World: Migration Experiences Examination of the waves of post WWII migration to Australia and changing government policies on migration patterns. One major world event is explored in-depth.	Depth Study 4 (Core): Rights and Freedoms (1945 – Present) Analysis of the UDHR and Australia’s involvement is undertaken with an emphasis on the struggle of ASTI peoples with an emphasis on the Day of Mourning and the Stolen generation and modern day civil rights activists.	
Assessment	Oral Presentation	Source Analysis		Yearly Examination
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	

	Term 1	Term 2	Term 3	Term 4
Content (Theory)	Mind Body Soul Integrated unit of work surrounding looking after one's mental health, including supporting a positive body image approach, maintaining a nutritious diet and the benefits of physical activity.	Community Action (PBL) Students identify inequities and key issues that exist in the community and propose actions to address them.	Risk Taking Students will explore the influences on decision making in relation to unsafe behaviours. Student will propose and present strategies designed to promote safe attitudes and behaviours in regards to road safety, drugs and alcohol and social events.	We are Australian Physical activity as an avenue for inclusion, acceptance and relationship-building. Diversity, multiculturalism, Individual/group/team physical activities, Cultural games.
Content (Practical)		Striking and Fielding Games (Softball) Leisure & Recreation (Lifelong PA, competitive/non-competitive games, physical literacy, leisure and recreation)	Invasion Games (Ultimate Frisbee, Oztag, Soccer)	
Assessment	Mind Body Soul Task	Community Action Project	Road Safety Strategies Task	Yearly Examination
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	5.1, 5.2, 5.4, 5.7, 5.9, 5.10	5.2, 5.4, 5.5, 5.7, 5.8, 5.10, 5.11	5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	5.4, 5.6, 5.10

	Term 1	Term 2	Term 3	Term 4
Content	Eating is Fun Food and Nutrition	Culture Clash Children and Culture Aboriginal Cultures and Childhood	Let's Get To Work Childcare Services and Career Opportunities	iBaby Media and Technology in Childhood
Assessment	Menu Analysis	Cultural Awareness Presentation	Observation and Reflection (Child Care Centre)	Yearly Exam (in Class)
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	1.2, 2.2, 3.2, 4.2, 4.3	1.2, 2.1, 3.2, 3.3, 4.2	1.3, 2.2, 3.1, 3.2, 3.3, 4.1	1.3, 2.1, 2.2, 3.3

	Term 1	Term 2	Term 3	Term 4
Content	<ul style="list-style-type: none"> · Weather · Around the world · I went to China 	<ul style="list-style-type: none"> · My bedroom · Colours · Clothes 	<ul style="list-style-type: none"> · My town · Leisure activities · How people live 	<ul style="list-style-type: none"> · At the supermarket · Let's go shopping · Shopping online
Assessment	Assessment task on listening and writing skills	Assessment task on speaking and reading skills		Yearly Examination
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4 5.MLC.1, 5.MLC.2, 5.MBC.1, 5.MBC.2			

	Term 1	Term 2	Term 3	Term 4
Content	Core: Law and Society Students develop an understanding of how laws affect individuals and groups and regulate society.	Core: Employment Issues Students learn about the commercial and legal aspects of employment issues by focusing on their options, rights and responsibilities in the work environment.	Option: Political Involvement Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes. Option: Running A Business	Option: Running A Business (Continued) Students learn how to plan for travel and how to solve problems encountered when travelling.
Assessment	Topic Examination - 30%		Research, Inquiry and Oral Presentation - 35%	Yearly Examination - 35%
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

Year 10 Dance (Elective)

2020 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<ul style="list-style-type: none"> Origins of modern dance Dance anatomy and body awareness Modern and contemporary techniques 	<ul style="list-style-type: none"> Concept/intent: exploring various stimuli Generating and organising movement 	<ul style="list-style-type: none"> Dance Technique Complex sequencing Performance quality applied to a Work 	<ul style="list-style-type: none"> Dance analysis Space, time dynamics linked to a concept
Assessment	Pioneers of Modern Dance Research Task	Group Composition Process Journal	Performance Task Viva Voce	Yearly Examination
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	5.1.1, 5.3.1, 5.3.2, 5.3.3	5.2.1, 5.2.2, 5.3.2	5.1.1, 5.1.2, 5.1.3	5.3.1, 5.3.2, 5.3.3

	Term 1	Term 2	Term 3	Term 4
Content	Theatrical Techniques & Conventions Students will make a limited study of a range of differing theatrical styles through workshop and reflection e.g. Naturalism, Absurdism, Epic Theatre, Expressionism.	Australian Theatre - Play Study In this unit students will research the ideas and dramatic techniques used in Australian Theatre. They will read and workshop a play. Students will build a group performance from a concept, extract, theme or issue.	Verbatim Theatre In this unit students will research the form and content of Verbatim Theatre, learning the techniques and conventions of this style of performance.	Individual Performance Students will learn and explore the techniques of 'Hotseat' and create an Individual Performance.
Assessment	Group performance of play-built presentation illustrating one of the performance styles explored. Performance & Reflection	Group performance of scenes from play that was explored in class. Performance & Reflection Director's concept/set/costume design from Term 2 Play Study	Students play-build a Verbatim Theatre performance piece. Performance & Reflection	Individual Performance & Reflection Yearly Examination
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.2, 5.2.3 5.3.1	5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.1, 5.3.3	5.1.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.3, 5.3.3

Year 10 French (Elective)

2020 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p><i>Tapis Volant 2</i> Chapter 6 - Going places!</p> <ul style="list-style-type: none"> Talking about going places in a town Saying what you did there Narrating a series of events in a day Perfect tense using être and positive, negative and interrogative forms Past participle agreements for verbs using Être <p>Culture</p> <ul style="list-style-type: none"> Places to visit in Paris as a tourist Public and commercial services Where to find souvenirs of Paris Difference between living in Paris and the rest of France 	<p>Chapter 7 – Being fit!</p> <ul style="list-style-type: none"> Talking about sports and other physical activities Talking about injuries Discussing health and safety issues Perfect tense of reflexive verbs Perfect tense of irregular verbs <p>Culture</p> <ul style="list-style-type: none"> Health and fitness issues of young people in France 	<p>Chapter 8 – The Joy of Life!</p> <ul style="list-style-type: none"> Talking about personal relationships Expressing feelings about people Giving advice about personal problems Direct/indirect object pronouns Position of object pronouns in the imperative Relative pronouns: qui and que <p>Culture</p> <ul style="list-style-type: none"> Life issues for young French people The 14-25 year old generation in France 	<p>Chapter 9 – Talking About the Past!</p> <ul style="list-style-type: none"> Talking about how things were in the past Talking about things you used to do Talking about your primary school days Imperfect tense: formation and uses Irregular verbs <p>Culture</p> <ul style="list-style-type: none"> Comparing ways of living now and in the past Development and changes in French fashion Fashion as a political statement
Assessment	<p>ICT Research Task</p> <p>Write a school article on the French Film Festival Excursion</p>	<p>Reading/Writing</p> <p>Design a Quiz on young people's sport/fitness choices</p>	<p>Reading and Responding/Writing</p> <p>Write a blog on 'Relationships' that relates to young women</p>	<p>Written Yearly Examination</p>
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	<p>5.MBC.1, Uses ICT skills to access and present up-to-date information about France to enhance classroom learning</p>	<p>5.UL.1, 5.UL.7</p>	<p>5.UL.6</p>	<p>5.UL.8, 5.MBC.2, 5.MBC.3</p>

	Term 1	Term 2	Term 3	Term 4
Content	Introducing the Basics/WHS/Workplace Communication/Film Video Skills This topic focuses on an investigation of Multimedia components allowing students to further develop knowledge and understanding of WHS, Industry Study, Workplace communication and a range of computer software. There is an emphasis on building application skills using software such as Microsoft Word, Microsoft Powerpoint, Adobe Photoshop Pro, Adobe Premiere Pro, Adobe Animate.		Design and Management / Multimedia Industries and Production During this topic students examine and analyse different digital media products and the manipulation of the various media types. This topic allows students to develop skills in the design and production of a digital media product. Students apply the application skills that they have acquired previously, together with communication skills and effective work practices, to produce Multimedia solutions for a specific problem/situation.	
Assessment	TV Commercial This task involves the use of a variety of software in the filming and editing of a TV commercial advertising a small product; together with a supporting portfolio comprising of script, storyboard, shot list.	In-class Quiz and Presentation This task is split into a short quiz, and a presentation. The quiz will assess the stages of film production, and the presentation will require students to research multimedia technology.	Advertising Campaign This task requires the design and creation of an Advertising Campaign for a Multimedia-based product. Portfolio documentation includes posters, Animated Web advertisement, and a short TV spot.	Yearly Examination A written examination requiring knowledge on the different software used throughout the course, industry processes, hardware and software, and the documentation used in industries.
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	5.1.1, 5.1.2, 5.2.2, 5.4.1, 5.5.1, 5.7.1	5.1.1, 5.1.2, 5.3.1, 5.4.1, 5.6.1, 5.7.2	5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.5.1, 5.6.1	5.1.1, 5.2.2, 5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2

	Term 1	Term 2	Term 3	Term 4
Content	Understanding Culture and Cultural Diversity in the contemporary World Students study the concept of culture and its many characteristics and cultural diversity in the contemporary world.	Culture and Gender Students study connections between culture and the roles of men and women, illustrating gender differences in how culture is expressed and the impact of these differences on societies.	Culture on the Move Students investigate the push-pull factors that contribute to the movement of people around the world. The fluid and complex nature of migration will be studied through an examination of specific examples.	Culture and Food Students how culture is created and expressed through food.
Assessment	Case Study Research and Inquiry		Oral Presentation	Case Study research inquiry
This is a Board Endorsed Course. Information on the outcomes below are available from the HSIE Department.				
Syllabus Outcomes	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13			

Year 10 Music (Elective)

2020 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Popular Music (Syllabus Group 2)</p> <ul style="list-style-type: none"> What is Popular music? Definition and identification. In depth analysis of a genre of Popular Music as a class. Google Classroom: N3-5 Popular Music SWAY - Google Doc Task 1 Research Assignment. Task 2 Group Performance. <p>OR</p> <p>19th Century Music (Syllabus Group 1)</p> <ul style="list-style-type: none"> What is Music of the 19th Century? Identification of characteristics. In depth analysis of a genre of 19th Century Music. Google Classroom: 19th Century Music SWAY Performance – Performance of a piece of music in a Popular music genre in preparation for MADD night. Aural – Popular Music Viva Voce’. Aural Booklet BOOK 2 - Popular Music focus. Contemporary Aural Course Set 1 by Margaret Brandman Musicology - Viva Voce - Popular Music Masterclass Vodcast Composition – 32 bar/1min Composition that uses a min of 2 devices representative of the topic studied 	<p>Music for Small Ensembles : The Art of Remix (Syllabus Group 1)</p> <ul style="list-style-type: none"> Complete activities in Music for Small Ensembles SWAY Create a contrasting arrangement of a song in the genre of your choice. Small Ensembles Research Task - Build your own SWAY. Performance – Students work in groups to perform their unique arrangement of a song. Aural – Aural tasks designed to familiarise students with different combinations of instruments in small ensembles. Practice Questions based on contrasting use of the concepts of music. Composition – A contrasting arrangement of a piece in a small ensembles 	<p>Baroque Music (Syllabus Group 1)</p> <ul style="list-style-type: none"> Complete activities on The Baroque Period Google Classroom & SWAY (see weekly overview in Sway) Introduce Baroque topic with listening material (pitch, tonality) ornamentation and decoration of a melody - Toccata in E minor, Bach. Set-up cubase and begin composition Aural – Complete questions in ‘Baroque Music Listening Booklet Focus on Baroque compositional devices as discussed in the Baroque SWAY (Google Classroom); <ul style="list-style-type: none"> Inversion Retrograde Retrograde Inversion Borrowing Music Counterpoint Canon Terraced Dynamics Composition – Use Cubase to compose a short piece (1 ½ - 2 minutes), using rock instruments. at LEAST ONE OR MORE instruments and at LEAST ONE OR MORE concepts. Sophisticated and decorative melodic lines (Toccata in E minor, Bach). Dissonant chords (Toccata in E minor, Bach) Borrowing music (Handel) Terraced Dynamics (Spring) Canon Performance – Beginning work on OWN CHOICE performance for ROSA exam Term 4. 	<p>Individual Performance and Aural Skills</p> <p>Students are to prepare a piece of music representative of ONE topic studied in the STAGE 5 Music Elective course.</p> <p>Focus Areas;</p> <ul style="list-style-type: none"> Intonation Articulation Dynamics and Expressive Techniques Personal Expression <p>Students will complete practice papers in GOOGLE CLASSROOM in preparation for the RoSA Aural Exam.</p>
Assessment	<ul style="list-style-type: none"> Composition: Compose an original song. Ensure your contribution demonstrates, musicality and multiple techniques Listening: Individual Podcast/Vodcast – Popular music Masterclass 	<ul style="list-style-type: none"> Listening: Aural Analysis Compare & Contrast. In Class Task Performance: Contrasting arrangement of a song. 	<ul style="list-style-type: none"> Composition: Baroque Inspired Cubase project 	<ul style="list-style-type: none"> Performance: To choose a piece of music that demonstrates increased difficulty and musicality. Listening: Aural exam.
Music Extension	<ul style="list-style-type: none"> Compositions can be extended and more layers of Sound added to make piece more complex Use Cubase to record and edit your arrangement of a piece for small ensembles. 	<ul style="list-style-type: none"> More complex use of devices in their arrangements Choice of music for performance assessment is of increased difficulty from previous pieces chosen. Use Sibelius to notate composition accurately 	<ul style="list-style-type: none"> Composing a song for the Kool Skools project in Term 4 Arrangement should include more complex rhythms, faster tempo, combination of 3 pieces and thicker texture. More detailed responses to the aural component of the course. Use Sibelius to notate composition accurately. 	<ul style="list-style-type: none"> Choice of music for performance assessment is of increased difficulty from previous pieces chosen.
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12		5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12

	Term 1	Term 2	Term 3	Term 4
Content Photography Making	THE STUDIO AND THE DARKROOM TASK 1: PRACTICAL VAPD 20% TASK 2: PRACTICAL 20% TASK 3: THEORY 20%		MAJOR WORK DSLR/SLR/PHOTOSHOP/ANIMATION/FILM . Concept . Photographic media choice . Series of 10 Photographs/ 6 minutes length short film/4 minutes + animation TASK 4: PRACTICAL 20% TASK 5: THEORY EXAM 20%	
Content Photography Theory	<ul style="list-style-type: none">Structural FramePostmodern FrameCultural FrameSubjective FrameResearch: – Portraits, Artists and Styles		<ul style="list-style-type: none">Structural FramePostmodern FrameCultural FrameSubjective FrameResearch: Art –Artists, Styles, Art Genres etc	
Assessment	Art Making & Designs / Visual Art Diary Process (Ongoing) Historical & Critical Study Study (Term 1) Historical & Critical Study Study (Term 4)			
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	5.1. 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10			

Year 10 Physical Activity and Sports Studies (Elective)

2020 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Physical Activity for Health and Fitness Students explore models of physical activity and fitness, the individual, community and societal influences on physical activity choices and the way in which physical activity can improve an individual's quality of life.</p> <p>Students participate in a range of group exercise and recreation activities to experience and analyse the similarities and differences between physical activity for health and physical activity for fitness.</p>	<p>Promoting Active Lifestyles Students engage in a range of activities to develop an understanding of the need to promote active lifestyles in the community. Students develop programs to enhance individual and group access to physical activity.</p> <p>Event Management Students learn about planning, conducting and evaluating sporting events.</p>	<p>Technology, Participation and Performance Students identify the widespread applications of technology in physical activity and sport. They analyse the positive and negative impacts of technology on sport and explore the implications of technology on the future of sport.</p> <p>Lifestyle, Leisure and Recreation Students will participate and develop their skills in recreational activities available to the community.</p>	<p>Sport for Life Students explore the voluntary and community opportunities in sport, opportunities in the physical activity and recreation industry, opportunities in the sport industry. They also develop leadership and career planning skills relating to physical activity.</p> <p>Revision/Examination/Lifeready</p>
Assessment	<p>Physical Activity for Health and Fitness Task Personal Training Program</p>	<p>Promoting Active Lifestyles Task Promoting Physical Activity Initiative</p>	<p>Technology, Participation and Performance Research Task</p>	<p>Yearly Examination</p>
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	<p>Physical Activity for Health and Fitness 1.1, 1.2, 4.1, 4.2, 4.4</p>	<p>Promoting Active Lifestyles 3.2, 4.2, 4.4</p> <p>Event Management 4.1, 4.2</p>	<p>Technology, Participation and Performance 3.1, 4.4</p> <p>Lifestyle, Leisure and Recreation 2.2, 4.3</p>	<p>Sport for Life 2.1, 2.2, 4.1, 4.4</p>

	Term 1	Term 2	Term 3	Term 4
Content	In the Spotlight This topic of work focuses on costume designing which is a key production component of theatre such as film, television, pageants or stage productions such as opera, dance, musicals or drama. Students will research costume design and experiment with appropriate techniques for costumes. This topic will also focus on the use of recycled or reused materials and exploring the nature of man-made fibres, yarns and fabrics. The costume design project provides the opportunity for students to be creative with textile materials, designing and constructing an item for a particular theatrical purpose such as costume masks in addition to manufacturing costumes for the school production.		Voyage of Discovery In this topic students conduct a cultural study to explore textile arts of a specific cultural group. This unit of is a free focus design brief where students create their major project item (a garment or article of their choice) which could be worn by passengers or staff on a cruise or it may be part of the ship's environment. Examples of project work could include: <i>apparel</i> for any onboard activity; <i>non apparel</i> souvenirs for the gift shop; <i>furnishings</i> for the cabins; <i>textile arts</i> to decorate the ship's interior.	
Assessment	Research Report Textile Innovations	Costume Design Project Documentation and Creation of Textiles Item	Cultural Study Research and Inquiry Investigate textile arts of a specific cultural group	Google Slides Folio and Design Folio to demonstrate the design process used to create students' major project item Yearly Examination
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.				
Syllabus Outcomes	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1		5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	

	Term 1	Term 2	Term 3	Term 4
Content Art Making	<p><u>VANITAS COMPLETION</u></p> <p>TASK 1: <u>PRACTICAL</u> VAPD & VANITAS SERIES 30%</p> <p><u>MODERNIST SELF-PORTRAIT</u> "Why Can't I Be You?" (Postmodern Me)</p> <p>Medium: Digital Photography/Drawing/Acrylic on Canvas</p> <ul style="list-style-type: none">· Select a Modern Art Portrait Painting.· Appropriation: In photographic studio, take a self-portrait (face)with the exact pose and expression of the original painting.· Free hand: Draw the outline of the background, objects and subject onto the canvas frame.· Superimpose student's portrait.· Use acrylic paint to accurately reconstruct the painting. <p>TASK 2: <u>PRACTICAL</u> PAINTING PROGRESS 10%</p>	<p>Continue: <u>MODERNIST SELF-PORTRAIT</u> "Why Can't I Be You?" (Postmodern Me)</p> <p>TASK 3: <u>THEORY</u> 20%</p>	<p>Continue: <u>MODERNIST SELF-PORTRAIT</u> "Why Can't I Be You?" (Postmodern Me)</p> <p>TASK 4: <u>PRACTICAL</u> PAINTING 20%</p> <p>TASK 5: <u>THEORY</u> EXAM 20%</p>	
Content Art Theory	<ul style="list-style-type: none">· Structural Frame· Postmodern Frame· Cultural Frame· Subjective Frame· Research: Modern Art – Portraits, Artists and Styles		<ul style="list-style-type: none">· Structural Frame· Postmodern Frame· Cultural Frame· Subjective Frame· Research: Art –Artists, Styles, Art Genres etc	
Assessment	Art Making & Designs / Visual Art Diary Process (Ongoing) Historical & Critical Study Study (Term 1) <div>Historical & Critical Study Study (Term 4)</div>			
Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.				
Syllabus Outcomes	5.1. 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10			