



Curriculum handbook

2024

Years 6 & 7

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Welcome to Students

Welcome to Years 6 and 7, when students will transition into the middle years at Trinity Lutheran College.

The purpose of this handbook is to provide information to students and parents about the structure of the Years 6 and 7 program.

There will be many aspects of Year 6 that you will be familiar with, for example having one main teacher for most of your core subjects. Students will have inter-disciplinary inquiry units of work each term and will have one teacher for most of their core subjects. Students will also have the opportunity to study a different experience subject each semester. There is a significant focus on the explicit teaching of literacy and numeracy skills at this level. Students will also have responsibility for their own classroom, just as they did in your junior years. They will have your own locker with a combination lock.

Year 7 is the second year of middle schooling at Trinity, and the first year of high school. We have a well-developed program which addresses the needs of Year 7 students, maintain a reduced number of teachers to ensure strong relationships are established.

The teachers in the middle years strive to provide a safe and supportive learning environment that encourages each student to reach their potential. There is a strong focus on the wellbeing of every student in middle school. Along with a key focus on academic achievement for every student, the Middle School recognises the importance of promoting resilience and well-being during these early adolescent years.

I encourage you to become as actively involved as possible in all that the middle years at Trinity has to offer. By taking advantage of the many opportunities at this level you will grow in understanding of yourself as a learner, feel a sense of identity as a member of the Trinity community, and gain further confidence in your own ability for the next stage of your learning journey through the middle years.

God bless

Laura Robbins

Deputy Principal & Head of Campus, Middle and Senior Years

Excellence in Education, Love for Humanity: Overview for Parents

Trinity is a school of the Lutheran Church of Australia. As such we aim to be a secure place, offering warm caring relationships and a safe environment for all. We respect individual gifts and differences. A strong partnership between students, parents and staff is emphasised. We strive to develop in students a spirit of service, stewardship and tolerance of the views of others.

Lutheran schools seek to create a learning context in which values are recognised as having their source in God. Values have implications in all areas of life, by giving attention to the child's spiritual needs as well as his or her intellectual, physical, social, emotional and aesthetic needs.

The middle years is a particularly critical phase of personal and intellectual development. Such a time of uncertainty, sensitivity, susceptibility, resistance and questioning requires an educational program that will help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is of vital importance at this time, as is the development of ethics and values.

Our programme takes an international education perspective and is designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world.

Academic Excellence

At Trinity Lutheran College we seek to encourage and support academic success and excellence. We have developed a challenging and rigorous program which offers exciting learning experiences for students in the middle school. All courses are from the Australian Curriculum. Lutheran Education Australia provides the Christian Studies curriculum framework.

Academic excellence for all students is fostered through our programmes for high achieving academic students. In addition, differentiated programmes are an everyday part of the interdisciplinary inquiry units. Students are encouraged to engage with learning at a depth which is appropriate for their ability and experience. Consequently, students who are able to work at levels which are beyond what would be normally expected, will be challenged and extended on a daily basis.

Learning Enhancement

Learning support has traditionally been associated with students who are experiencing difficulty in accessing the school curriculum. At Trinity, learning enhancement also includes assisting more able students who are working at a deeper level than what is typically expected in the regular classroom setting. Small group support in literacy and numeracy is available for eligible students.

Classroom Snapshots

Core

Each Year 6 class has one core teacher. These teachers are responsible for the core subjects: English, Mathematics, Humanities, Science and, in most instances, Christian Studies. An interdisciplinary, inquiry-based approach is used in which students investigate big questions from a variety of different perspectives. Literacy, numeracy and thinking skills are important components of each unit of work.

The Pastoral Care (PC) teacher is the first point of contact for parents, and this teacher will endeavour to get to know the students and their families well and be available to guide and support their students. The development of a caring and nurturing environment is the key to the success of middle school classrooms. There are Heads of Year for Year 6 and Year 7 who are available to assist students and their parents in areas of student wellbeing.

Christian Studies

Christian Studies is the study of the Christian faith and its relevance to life today. As part of the academic program, Christian Studies is stimulating and challenging, relevant, contemporary and inclusive of students with a wide range of backgrounds, needs and skills. As the formal and intentional study of the Christian faith, Christian Studies plays a major role in Christian education, which is understood as everything that happens in a Lutheran school.

Health & Physical Education (HPE)

Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

In HPE, students learn through the medium of physical activity and the study of health and personal development. Physical activity serves as a source of content and data, and as a medium for acquiring knowledge, skills, understandings and attitudes. Physical activity can provide fun, challenges, interpersonal skills and values important for lifelong participation. Physical performance in games, sports and other physical activities is enhanced through monitoring and evaluating movement sequences, applying basic movement concepts and improving strategic awareness. The curriculum is planned with the learners in mind so that their interests, prior understandings, experiences and barriers are identified. It includes movement skills, components and principles of movement, skill acquisition, exercise physiology, safety and strategies. The Health components examine the concepts of health as multidimensional and dynamic, and the diverse factors which influence personal development. Students have two HPE lessons per week.

Languages

Students who have the opportunity to study another language generally have improved literacy and communication skills, enhanced cross cultural understanding, a greater capacity for engaging with other cultures, enhanced abstract thinking ability and better multi-tasking skills. In Year 6, students study Chinese, Japanese and German. In Year 7, each student will be allocated to Chinese, German and Japanese classes according to their academic achievement, their preferences and college constraints such as class sizes. Except in special circumstances, such as identified learning needs, students are required to continue with a Language up to and including Year 8. These subjects are studied for 3 lessons per fortnight in Years 6 and 7 and 4 lessons per fortnight in Years 8.

Music

Music is a specialist subject in Years 6 and 7. All students in Year 6 participate in three lessons per fortnight. In Year 7, students take one semester of Music and one semester of STEAM, participating in four lessons per fortnight. In Years 8 & 9 Music is an experience subject which students can choose to study.

STEAM

In Year 7, students study one semester of STEAM (Science, Technology, Engineering, Art and Mathematics), which is a ground-breaking subject that allows for innovation, creativity and problem solving.

Experience Subjects (Technology and the Arts)

Years 6 & 7

All students in Years 6 and 7 undertake one experience subject each semester. Our program includes: Digital and Design Technology, Food Technology, Visual Art and Performance Arts. Through these experience subjects, students have the opportunity to discover talents and interests they may not have been aware of previously.

CORE SUBJECTS

Christian Studies

Subject type:

This is a core subject studied by all students in their trans-disciplinary inquiry units. It is based on the Lutheran Education Christian Studies Curriculum Framework.

Overview:

Christian Studies introduces students to the world of religion and spirituality, which are integral components of the fabric of all cultures. It aims to develop a clear understanding and appreciation of the Christian story through an exploration of the biblical text and Christian literature. It presents a Christian worldview and a pathway for making meaning in your life. Christian Studies will help students to:

- learn about Christianity, the Christian faith and Christian traditions
- discover more about the Christian faith by encouraging, informing, guiding, challenging and developing in students Christian values and beliefs
- model behaviour, attitudes and Christian values
- develop an awareness of self, others, values and God

This takes place within a supportive and safe environment where students are comfortable learning about different religions.

There are four main areas of study:

Christian Beliefs

- Christian beliefs about God as one God: Father, Son and Holy Spirit
- The person and work of Jesus Christ is central to Christianity
- The Christian teaching of sin and grace.

Christian Living

- Christians believe that God wants people to live in relationship with him and with each other.
- Christians are called to love and serve all people
- Christians have responsibility in and for the world.

Christianity in the World

- Religious beliefs and ideas shape people's thinking and actions
- People express their spirituality in various contexts within and beyond Christianity
- People make decisions using a range of religious perspectives and ethical frameworks

Christian Church

- The Bible is the revealed word of God
- The Christian community is shaped by and shapes its cultural and historical contexts
- In the church, Christians pray, worship and celebrate the sacraments.

English

Subject Type:

In Years 6 and 7, English is a core subject studied by all students. It is based on the Australian Curriculum.

Overview:

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Trinity's teaching and learning programs balance and integrate all three strands. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

In Years 6 and 7, students interact with others for a variety of different purposes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts. Texts include film and digital texts, novels, poetry, and non-fiction. The features of these texts are used by students as models for creating their own work. In studying these texts, students understand authors' different styles and explore how texts represent a variety of perspectives.

In Years 6 and 7 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and analytical for different audiences.

Assessment of student achievement will be based on Achievement Standards of the Australian Curriculum.

Humanities

Subject type:

Humanities is a core subject studied by all students. It is based on the Australian Curriculum for History, Geography, Civics and Citizenship, and Business and Economics.

Overview:

This key learning area centres on the way people interact with each other and with environments. You will investigate challenging issues. You will be encouraged to describe the ways of working, and knowledge and understanding that you need for ongoing learning, social and personal competence, and participation in a democratic society. You will be challenged to think critically and encouraged to understand how the life experiences of people are the result of particular social, cultural, economic, political and environmental relationships that characterise communities at particular times and in particular places.

This area of study provides the opportunity for you to develop an understanding of global histories, cultures, social, natural and built environments, and political and economic systems as well as an appreciation of the values to guide you in your future life-roles as consumers, producers and citizens.

In Humanities, you will be able to:

- Use a variety of primary and secondary sources of information to investigate guiding questions.
- Identify situations in history and compare their influences on modern society.
- Identify and draw conclusions as to why certain events have impacted on some environments.
- Investigate changes and traditions in your own heritage.
- Research and present findings to the class in a variety of ways.

Humanities, together with the inquiry process, promotes the development of knowledge, processes, skills and values necessary to investigate issues, make informed decisions and take action in order to enhance the 'common good'.

Mathematics

Subject type:

Mathematics is a core subject studied by all students. It is based on the Australian Curriculum for Mathematics.

Overview:

Mathematics will help you to make meaning of your world. The subject provides a unique and powerful way of viewing the world by the investigation of patterns, order and uncertainty.

Mathematical knowledge includes knowing about mathematics, knowing how to do mathematics and knowing when and where to use mathematics.

By the end of Year 6 you will know and be able to:

- expand the repertoire of numbers they work with to include rational numbers and the use of integers in practical contexts such as locating points in the 4 quadrants of a Cartesian plane
- extend their knowledge of factors and multiples to understand the properties of prime, composite and square numbers
- solve arithmetic problems involving all 4 operations with natural numbers of any size
- use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies and justify solutions
- apply computational approaches to develop algorithms that use rules to generate numbers
- develop a range of written and digital means for representing objects and three-dimensional spaces in 2 dimensions
- apply their understanding of area and use multiplicative thinking to establish the formula for the areas of a rectangle
- begin to formally use deductive reasoning in spatial contexts involving lines and angles
- describe and compare probabilities numerically
- determine the mode and range and discuss the shape of distributions in their reports of findings from their statistical investigations
- observe and compare long-run frequencies in repeated chance experiments and simulations

By the end of Year 7 you will know and be able to:

- extend their understanding of the integer and rational number systems; strengthen their fluency with mental calculation, written algorithms and digital tools
- use exponents and exponent notation to consolidate and formalise their understanding of representations of natural numbers
- recognise the use of algebraic expressions and formulas using conventions, notations, symbols and pronumerals
- use mathematical modelling to solve practical problems involving rational numbers, ratios and percentages, formulating and making choices about representations, calculation strategies and communicating solutions within the context
- use variables, constants, relations and functions to express relationships in real-life data
- extend their knowledge of angles to establish further relationships and apply these when solving measurement and spatial problems
- create and use algorithms to classify shapes in the plane and use tools to construct shapes
- use coordinates in the Cartesian plane to describe transformations
- apply the statistical investigation process to obtain numerical data related to questions of interest, choose displays for the distributions of data and interpret summary statistics for determining the centre and spread of the data in context
- conduct probability simulations and experiments involving chance events, construct corresponding sample spaces and observe related frequencies, comparing expected, simulated and experimental results.

Science

Subject type:

Science is a core subject studied by all students. It is based on the Australian Curriculum for Science.

Overview:

Science is organised into three content strands. The **Science Inquiry Skills** strand describes the skills, or “how”, of Science and the **Science Understanding** strand describes the knowledge and understanding, or “what”, of Science. Within this strand, the **Science as a Human Endeavour** strand provides contexts for linking concepts and learning experiences to applications that are meaningful to students.

In Year 6 students explore the following:

- how changes in physical conditions affect living things
- modelling the relationship between the sun and planets of the solar system
- circuits and electrical energy
- classifying and comparing reversible and irreversible changes to substances
- planning and conducting experiments

In Year 7 students explore the following:

- how biological diversity is ordered and organised
- the flows of matter and energy in ecosystems and the effects of environmental changes
- modelling cycles in the Earth-sun-moon
- the effects of forces acting on objects
- using the particle theory to explain the physical properties of substances and develop processes that separate mixtures
- planning and conducting experiments
- analysing and evaluating data

SPECIALIST SUBJECTS

Health and Physical Education

Subject type:

Health and Physical Education (HPE) is a specialist subject studied by all students. It is based on the Australian Curriculum for Health and Physical Education.

Overview:

You will develop an understanding that there are a number of ways to enhance performance in physical activities. You will investigate ways to improve your own and others' performances in physical activities. You will understand that social and cultural images of physical activity influence your own and others' participation in, and attitudes towards physical activities.

Assessment

Practical assessment

Assessment in Physical Education focusses on the student's ability to use knowledge, apply this knowledge to game situations and design strategies for performance based upon personal reflection and feedback from outside sources. All assessment is practical and in class.

Theoretical assessment

Assessment in Health Education focusses on student's ability to evaluate health information and apply this to their own health and the health of their community.

What you will know and be able to appreciate:

- Understand and make sense of the wealth of health information available to consumers.
- Specialised skills for movement in team games.
- Specialised skills for movement in Aquatics, Cross Country and Athletics.
- Strategies for individual and team games, sports and other physical activities, in particular, offensive and defensive strategies, use of space, selection of skills, cooperation and teamwork.
- Relationship between health, physical activity and fitness, including benefits of health-related fitness, components of fitness, and skills for participation in fitness activities.
- Factors that influence attitudes towards and participation in physical activities, in particular, community attitudes; personal characteristics, including growth and development, gender, perceived abilities, skill levels, disabilities and physical fitness as well as media and popular culture.

Frequently asked questions:

Q: Do I have to be a state rep athlete to achieve good grades in HPE?

A: No, in the practical components you need to be able to develop strategies to improve your own performance and put them into practice in order to achieve well. All students have an opportunity to demonstrate this.

Music

Subject Type

Music is a specialist subject studied for one year in Year 6, and for one semester in Year 7. It is based on the Australian Curriculum for Music.

Students study Music for one year in Year 6, and for one semester in Year 7.

Overview

Through this course you learn a repertoire of music from a range of historical and cultural contexts that you can aurally identify, sing and play, in tune and in appropriate style. You will understand and respond to a broader range of musical elements through singing, playing instruments, improvising and moving.

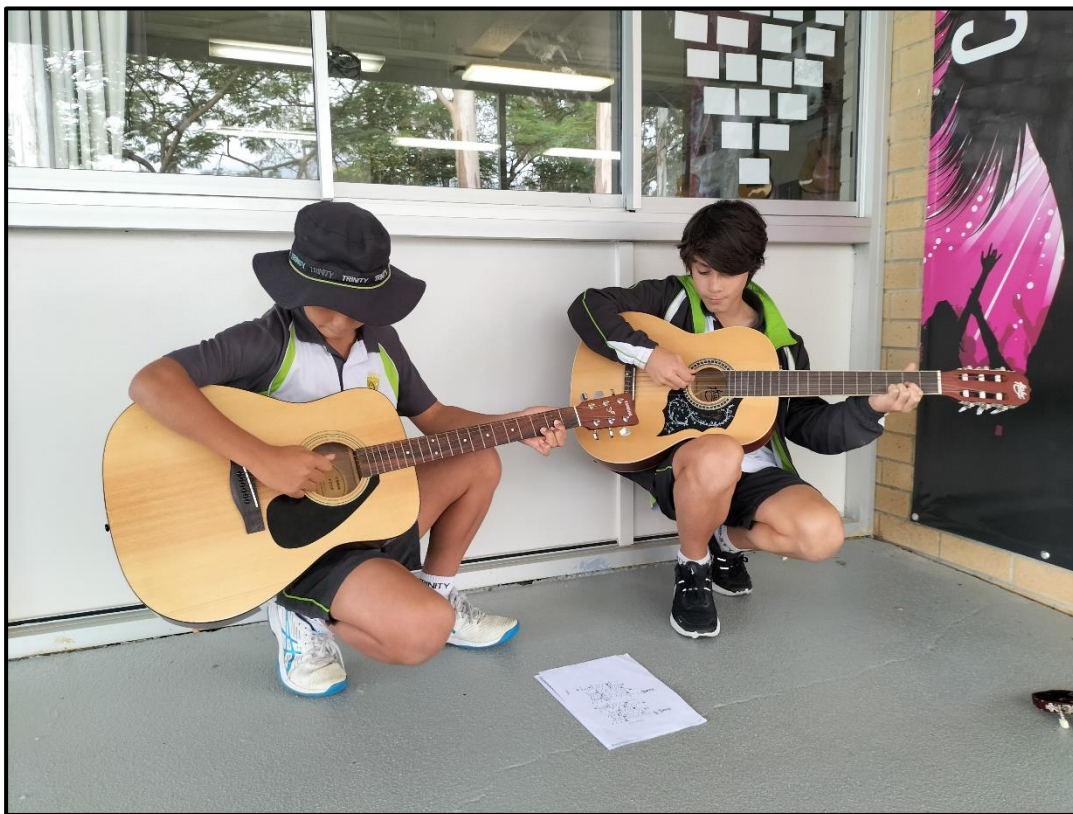
You will also:

- participate in making music through singing, guitar, drum playing and classroom percussion;
- listen to, analyse and respond using appropriate music vocabulary to various musical styles;
- develop musicianship, the technical and interpretive skills involved in playing music.

Music studies at Trinity will build on the knowledge you have gained in prior years. You are actively encouraged to participate in a co-curricular music group, including choirs, strings, bands and chapel band. This involvement is an important part of your all-round musical development.

Additional Information

Private professional tuition is offered in band, strings and contemporary instruments, and contemporary voice. Enrolment forms are available via the College website or alternatively from the Performing Arts Department email Mrs Toni Scott (Performing Arts Teacher Assistant) toni.scott@tlc.qld.edu.au or phone 55568245 (direct line Performing Arts).



STEAM

(Science, Technology, Engineering, Art and Mathematics)

Subject Type

STEAM is a specialist subject studied for one semester in Year 7.

Overview:

STEAM (Science, Technology, Engineering, Art and Mathematics) is a ground-breaking subject that allows for innovation, creativity and problem solving. STEAM lessons and projects will help you prepare for the careers of the future, which could include – virtual habitat designer, space tour guide, rewilding strategist, augmented reality game designer, etc.

During STEAM classes you will develop your skills as a team member, leader, listener, idea contributor, presenter, goal setter, innovator, designer, inquirer, creator, reflector, problem solver, evaluator and communicator.

What you will know and be able to do:

During STEAM you will complete multiple activities that you choose from a substantial list. The number of activities you complete will depend upon the choices you make. Some activities may take two weeks to complete while others may take longer. You will have the opportunity to work individually or in groups. Example activities include building aeroplanes, constructing chain reaction machines, coding robots, designing and modelling a Mars habitat and making recycled sculptures.

Workload and assessment

Throughout the semester you will be engaging in the design process. With the completion of any task you will document and evaluate your work. You can choose from a range of methods to present your workflow and process from start to finish. Presentation methods can include making a video journal, YouTube Channel, Adobe Spark page, OneNote page or using your preferred alternate method upon negotiation with your teacher.

Chinese

Subject type:

Chinese is a specialist subject based on the Australian Curriculum for Chinese.

In response to the overwhelming demand by parents for their children to study Chinese due to the strategic position of Australia in Asia, and the economic benefits of the acquisition of Chinese in addition to the linguistic and cultural benefits, the college has introduced Chinese as another option for our students.

In Year 6, all students will study a 13-week program in each language (Chinese, German and Japanese). Students choose between Chinese, German and Japanese for Year 7 and continue with their chosen language in Year 8. From Year 9 onwards, languages becomes an experience subject which can be elected as part of a course of study for senior schooling.

Overview:

Your study of Chinese will be based around the four skills of listening, speaking, reading and writing which are what is required for good communication. You will be doing a variety of activities using these skills, focusing on topics such as yourself, families, school life, sports and activities, clothing and food. Listening practice is provided through online programs, songs and videos. You will write and perform Chinese role plays, create dramas and have the opportunity to speak Chinese with guests invited into the classroom. With regular practice you will be able to give your age, talk about your hobbies, talk about what clothing you like and ask a variety of questions.

Why do this subject?

The ability to speak and understand a second language is a very valuable skill in our society today. In many countries, bilingualism is the norm. In Chinese, you will not only learn about another language and culture, but you will become more knowledgeable about your first language whilst studying. Even if you do not continue your language learning beyond Year 8, your time learning another language helps develop an understanding and respect for diversity and differences in our globally connected, multi-cultural world.

What you will know and be able to do:

You will learn about Chinese customs, traditional Chinese food, festivals and popular sports, carnivals and seasons. With practice, you will be able to express your likes and dislikes, say where you live and ask and answer questions about your family, yourself and your hobbies. You will be able to write about your family, which food you like and your favourite subjects. You will also be able to participate in extension activities such as the Gold Coast Modern Language Speech Competition.

Workload:

To do well in a language, continual revision and practise of vocabulary and new structures is essential. Your commitment to doing this is a very important factor in your success.

Additional costs:

Depending upon what has been accessible in recent years, the Year 7 students have participated in a language's dinner or lunch experience. This is a non-compulsory activity, that could have a cost attached.



German

Subject type:

German is a specialist subject and it is based on the Australian Curriculum Languages for German.

In Year 6, all students will study a 13-week program in each language (Chinese, German and Japanese). Students choose between Chinese, German and Japanese for Year 7 and continue with their chosen language in Year 8. From Year 9 onwards, languages becomes an experience subject which can be elected as part of a course of study for senior schooling.

Overview:

Your study of German will be based around the four skills of listening, speaking, reading and writing which are what is required for good communication. You will be doing a variety of activities using these skills, focusing on topics such as yourself, families, school life, sports and activities, clothing and food. Listening practice is provided through online programs, songs and videos, and inviting German exchange students into the classroom when they are visiting. You will write and perform German role plays, create dramas and have the opportunity to speak German with invited guests. With regular practice you will be able to give your age, talk about your hobbies, talk about what clothing you like and ask a variety of questions.

Why do this subject?

The ability to speak and understand a second language is a very valuable skill in our society today. In many countries, bilingualism is the norm. In German, you will not only learn about another language and culture, but you become more knowledgeable of your first language whilst studying. Even if you do not continue your language learning beyond Year 8, your time learning another language helps develop an understanding and respect for diversity and differences in our globally connected, multi-cultural world.

What you will know and be able to do:

You will learn about German customs, traditional German food, festivals and popular sports, fairs, carnivals and seasons. With practice, you will be able to express your likes and dislikes and say where you live and ask and answer questions about your family, yourself and your hobbies. You will be able to write about your family, which food you like and your favourite subjects. For those who are interested, as an extension activity you could participate in the Gold Coast Modern Language Speech Competition.

Workload:

To do well in a language, continual revision and practise of vocabulary and new structures is essential. Your commitment to doing this is a very important factor in your success.

Frequently asked questions:

Will German be different from Year 6 to 7?

You will be able to understand and say more in German the longer you study the language for.

Additional costs:

Depending upon what has been accessible in recent years, the Year 7 students have participated in a language's dinner or lunch experience. This is a non-compulsory activity, where the students have sampled German delicacies, which could have a cost attached.



Japanese

Subject type:

Japanese is a specialist subject and it is based on the Australian Curriculum Languages for Japanese.

In Year 6, all students will study a 13-week program in each language (Chinese, German and Japanese). Students choose between Chinese, German and Japanese for Year 7 and continue with their chosen language in Year 8. From Year 9 onwards, languages becomes an experience subject which can be elected as part of a course of study for senior schooling.

Overview:

The main aim of the Japanese Language program is creative communication. In Year 7 you will be building on your previous knowledge of Japanese acquired at primary school and in Year 6. You will continue to do activities involving the skills of speaking and listening, and an emphasis will be placed on learning how to read and write Hiragana and some simple Kanji. The topics will include yourself, your family, pets, animals, meal times, food and eating and drinking. Introductions and greetings, classroom instructions and describing activities and actions will be easy. Culture will be integrated within the language learning.

Why do this subject?

The ability to speak and understand a second language is a very valuable skill in our society today. In many countries, bilingualism is the norm. In Japanese, you will not only learn about another language and culture, but you become more knowledgeable of your first language whilst studying. Even if you do not continue your language learning beyond Year 8, your time learning another language helps develop an understanding and respect for diversity and differences in our globally connected, multi-cultural world.

What you will know and be able to do:

With communication being the key, you will learn and then further develop your language skills so that you are able to converse on a basic level, within a limited range of topics. You will take part in simple role-plays, dialogues and be able to make and present a self-introduction. You will create written tasks in Hiragana script such as posters, labelled pictures and sentences, even multi-modal tasks on the computer and you will be able to read and answer questions about the topics we have studied. You will also learn about and make comparisons about life for a student in Japan. The opportunity will be available for you to use what we have learnt in class for interaction with visiting exchange students and for extension by participating in the Gold Coast Modern Language Speech Competition.

Workload:

To do well in a language, continual revision and practise of vocabulary and new structures is essential. Your commitment to doing this is a very important factor in your success.

Frequently asked questions:

Q. What if I haven't studied any Japanese before?

A. You won't have the prior knowledge that some of your classmates may have, but if you are keen you will still be able to understand and follow what is happening in the classroom. The program is differentiated to allow students new to the language to progress at their own pace.

Additional costs:

Depending upon what has been accessible in recent years, the Year 7 students have participated in a language's dinner or lunch experience. This is a non-compulsory activity, where the students have previously sampled teppanyaki, or obento, which could have a cost attached.



EXPERIENCE SUBJECTS

Digital and Design Technology

Subject Type:

This is an experience subject and is based on the Australian Curriculum for Design Technology. Students study Digital and Design Technology for one semester in either Year 6 or Year 7.

Overview:

The subject is organised into two parts:

- Digital Technology – during this part of the course, students develop the knowledge of computational thinking and apply this in units on programming in Scratch and coding drones.
- Design Technology – during this part of the course, students work with a range of tools and materials to create a toy spinner.

What will you know and be able to do:

- Recognise and follow health and safety practices in the work shop
- Sketch and evaluate design ideas
- Use Computer Aided Drawing (CAD) programs like Inventor
- Select materials, techniques and tools to make products
- Make products to meet detailed specifications
- Develop and apply computational thinking skills
- Develop algorithms and programs to create a range of computer programs
- Operate drones using CASA guidelines, both remotely and using self-coded programs

Work load assessment:

You will complete design folios, homework tasks and produce products out of wood, metal and plastic.

Frequently asked Questions:

Q: What tools, equipment and software will I use?

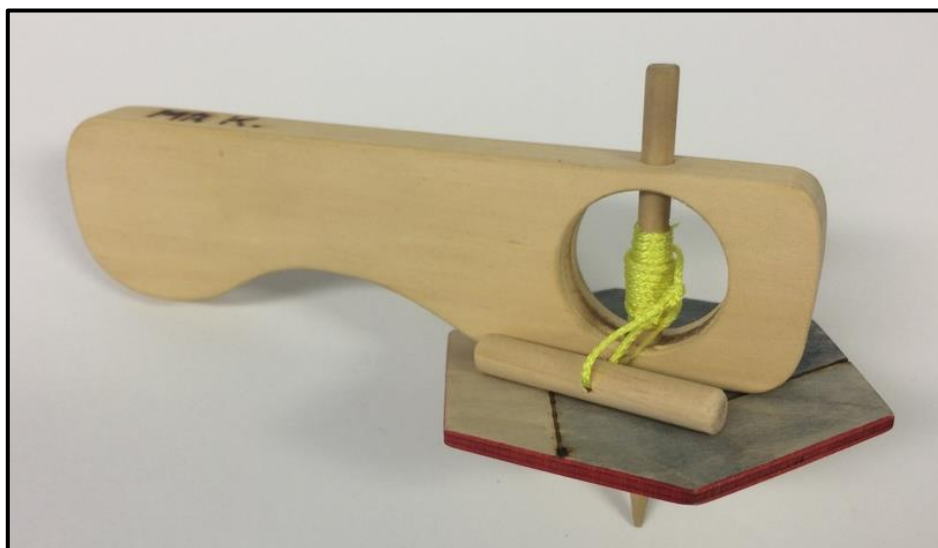
A: You will use a range of hand tools, hot wire cutter, vacuum former and drill press. You will design on computer using Autodesk Inventor.

Q: Will I be safe?

A: You will be trained in how to use the tools and machines and you will be supervised at all times.

Q: Do I get to take home my finished product?

A: You can take your completed product home.



Food Technology (Technology)

Subject type:

This is an experience subject and is based on the Australian Curriculum for Design Technology and HPE. Students study Food Technology for one semester, in either Year 6 or Year 7.

Overview:

Through practical experiences you will examine how food contributes to our physical, social and emotional wellbeing. You will practice your basic cooking skills to produce a range of healthy snacks in the domestic kitchen on a weekly basis.

What you will know and be able to do:

- Understand your nutritional needs
- Develop strategies for improving your eating habits
- Learn how to work safely in the kitchen and use a range of cooking equipment
- Evaluate your own eating habits and ways to have a healthier lifestyle

Workload/Assessment

You will complete a student workbook in class as well as a written and practical assessment.

Frequently asked questions

Q. Will I cook every week?

Yes, you will cook once a week, and have theory on the other lesson.

Q. Do I need to bring my own ingredients?

No, all cooking ingredients are supplied by the college.

Q. Do I get to take home what I make?

Students usually cook and eat in the lesson, however, they are encouraged to take some food home to share with their family.

Q. What things will we cook?

The food items made are both nutritious and popular, such as healthy sausage rolls, zucchini slice, Anzac biscuits, apple muffins, smoothies and more.



Performance Arts – Drama and Dance

Subject Type:

This subject is based on the Australian Curriculum for Drama and Dance.

Students study Performance Arts for one semester in either Year 6 or 7. Dance and/or Drama can be selected as an experience subject from Year 8 onwards.

Overview:

Performance Arts allows you to experience some of the skills and techniques required to ably perform as an actor or dancer. The focus for Year 6 and 7 is very practical, with numerous activities designed to encourage participation and develop a passion for these art forms.

This subject ultimately leads to QCAA senior subjects of Drama, Dance or Drama in Practice senior course.

What you will know and be able to do:

The initial stages of this subject will take the form of discrete drama and dance units, focusing on skill development of these distinctly unique art forms. The final six weeks will result in a culminating task that integrates both dance and drama elements and skills.

The Dance unit will include opportunities for students to manipulate dance components to create movement sequences for social dance. They will explore movement to convey a meaning or theme using choreographic elements such as space, time, direction, movement motifs and energy. Students will also have opportunities to interpret and evaluate their own and others' dance works using various communication methods.

The Drama unit will include opportunities for the students to shape dramatic action, selecting and using the dramatic elements of time, movement and relationships. The students will develop performance skills including characterisation through voice, movement and gesture, sustaining roles and memorising lines. Students will also have the opportunity to make individual and group decisions about dramatic situations and narrative through improvisation and script writing.

Workload and assessment

You will be required to actively participate in physical drama and dance workshops, learn dialogue and blocking, perform for an audience, write individually and collaboratively, and record your drama/dance activities in a journal. There may be a requirement to attend some rehearsals outside formal class time.



Visual Art

Subject Type:

This is an experience subject is based on the Australian Curriculum for Visual Arts.

Students study Performance Arts for one semester in either Year 6 or 7. Dance and/or Drama can be selected as an experience subject from Year 8 onwards.

Overview:

Visual Art involves familiarisation with the visual arts elements, concepts, and processes and their role in the expression of ideas, through the creation of images and objects in a variety of media.

You will make artwork using:

- **Drawing media:** graphite, chalk and oil pastels, charcoal, ink, markers
- **Digitally generated images and animations:** created on ipad
- **Printing forms:** foam board and mono-printing
- **Paints:** water-colour and acrylic, various methods of application and painting styles
- **Sculpture,** relief and free-standing: working in clay, wire, plaster, metal embossing and card constructions

You will know and be able to:

- Develop your knowledge and understanding of how to employ the art elements and design concepts
- Acquire skills in applying different media and related subject-specific vocabulary
- Become familiar with the process of making choices and informed judgment based on knowledge and experimentation to achieve best expression of ideas.
- Incorporate understandings from the analysis and evaluation of artwork from different historical and cultural contexts into your own art-making, becoming familiar with a variety of differing styles of art.

Frequently asked questions:

Can I make whatever artwork I want in class?

Yes and no. Your class-work will be based on a theme which is common for all students in the group but allows for your individual interpretation and style in the tasks included in the unit.

Will it be fun or will I find it difficult?

You may find some things you encounter challenging, but then taking on challenges, overcoming difficulties and finally succeeding when you thought you couldn't, brings its own very satisfying feeling. Expressing yourself through artmaking is great fun, in fact art students often remark that the old saying about 'time flying by when you're having fun' is true of their time in class and that they wish they could have more time.

