

2024

**SUBJECT SELECTION
GUIDE - ELECTIVES**

**MIDDLE SCHOOL
YEARS 7 & 8**



THE WAY OF SAINT PATRICK

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WELCOME TO THE MIDDLE SCHOOL

ABOUT THIS GUIDE

The Middle School *Subject Selection Guide* is created to help parents and students understand the requirements and details of studying in Years 7 and 8, and provides information on choosing elective subjects.

If you have any questions about the process or the subjects available, please reach out to the Director of Curriculum - Middle School via email.

MIDDLE SCHOOL CURRICULUM TEAM



Mrs Alanna Stretton
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LEARNING STRUCTURES

Year 7 and 8 students follow a timetable that is based on learning blocks. Each day consists of six periods; with a learning block being two consecutive periods of the same subject. These blocks allow students to engage in the learning, skills and activities in more depth. In this learning block model, Middle School students have three or four curriculum subjects per day. On Thursday the timetable includes a split single period between recess and lunch. These subjects include a single lesson of a Core subject (Science, Religion, History and Geography, or Health and Physical Education) and also a single lesson of BeSPC.

Therefore, on Thursday, Middle School Students have four subjects; a Mathematics and English Lesson, followed by BeSPC, and a Core subject after recess, and Wellbeing or English after lunch.

BeSPC is a pastoral-based subject aimed at helping students be the best version of themselves as they progress through the Middle School.

Wellbeing encourages students to become active and involved in organised activities which interest them. Wellbeing is a compulsory subject for Years 7 and 8.

Pastoral Care (PC) lessons are allocated throughout each term. PC runs for one lesson and includes either time spent on a rotating cycle, in Tutor groups, House groups, year level or whole school assembly.

TIMETABLE

Below is an explanation of how learning blocks work and how the subjects fit within the blocks.

LEARNING BLOCK 1 - 9:05am until 10:50am

Monday to Thursday

All Year 7 and 8 students study English and Mathematics in Block 1 from Monday to Thursday. Mathematics and English is timetabled on alternative days with all classes in Year 7 and Year 8 studying either English or Mathematics at the same time.

Friday

Learning Block 1 includes History and Geography, Science, Religious Education or Health and Physical Education.

LEARNING BLOCK 2 - 11:10am until 12:55pm

Monday, Tuesday, Wednesday and Friday

Between recess and lunch, the timetable includes a range of subjects such as Science, Religion, History and Geography, Health and Physical Education, and the Language and Innovation elective line.

Thursday

On Thursday, Middle School students have two subjects between recess and lunch: a Core subject (Science, Religion, History and Geography, or Health and Physical Education), and BeSPC.

LEARNING BLOCK 3 - 1:45pm until 3:20pm

Monday, Tuesday, Wednesday, Thursday and Friday

Learning Block 3 in the afternoon includes the other two elective lines (either a Technology or Creative Arts elective), Science, History and Geography, or Health and Physical Education. On Thursday afternoon, all students participate in Wellbeing options and English (alternating each week).

SEMESTERS

There are two semesters in the College year: Semester 1 (Term 1 and 2) and Semester 2 (Term 3 and 4).



SCHOOLBOX

Schoolbox is the College's learning management system that allows teachers to post resources, assignment due dates, online assessments, news and more for student learning. Parents are able to access their own Schoolbox account and therefore be informed about their child's work requirements and due work tasks, as well as being able to review their child's progress. There is also an email facility, which enables quick and efficient contact between students, teachers and parents. Parents can also download the Schoolbox App which is a lighter version of Schoolbox. The App provides access to continuous feedback, notifications and key contact details.

CONTINUOUS FEEDBACK

As part of our learning and teaching program, students receive written feedback for Common Assessment Tasks and other class tasks throughout the year. This continuous feedback is available through Schoolbox as a way of keeping staff, students and families updated with the progress of a student's work throughout the year.

INCLUSIVE LEARNING

Students who have been identified with specific learning needs or who qualify for ESL/EAL funding may be eligible for extra support and assistance via learning enhancement programs. These programs are developed after consultation with parents, teachers, the student and Inclusive Learning staff. Support provided may be subject to formal identification processes and an application for funding from the State and/or Federal government. Part of this process is the formation of a Personalised Learning Plan (PLP). Parents who think that their child might qualify for support are advised to contact the Director of Inclusive Learning at the beginning of the school year.

LITERACY AND NUMERACY SUPPORT

Literacy assistance and other forms of support are provided through the Inclusive Learning team. All Year 7 students are tested in English and Mathematics through Progressive Achievement Tests (PAT) at the beginning of the year. Students who require further support in literacy and numeracy are identified through reviewing results and other forms of assessment and offered support through a range of programs and initiatives.

HIGH POTENTIAL, HIGH ACHIEVING & GIFTED STUDENTS

The College coordinates the provision of developmentally appropriate and engaging programs for high potential, high achieving or gifted students. This is achieved through various strategies at a whole school, class and extra-curricular program level. All teachers develop, design and implement differentiated learning programs with deliberate adjustments to content, process, product and learning environment to meet the specific learning needs of high potential and gifted students. St Patrick's College is constantly looking for opportunities to provide extensions beyond the classroom curriculum in the individual students' areas of passion, giftedness and talent.

ABORIGINAL & TORRES STRAIT ISLANDER PROGRAM

The Catholic Education Office and St Patrick's College support initiatives and tutoring for students of Indigenous culture and heritage. For further information please contact the Aboriginal & Torres Strait Islander Student Success teacher.

AFTER-SCHOOL TUTORING

After-school tutoring is offered every Tuesday and Thursday afternoon from 3:30pm to 4:30pm and is held in the St Mary MacKillop Library. All students are welcome to attend, whether they require additional support, are seeking extension in their learning, or are looking to consolidate the key concepts they have covered in the past week. The tutoring is designed to cater for student learning in the key learning areas of the curriculum; English, History and Geography, Religious Education, Health and Physical Education (HPE), Mathematics and Science. The after-school tutoring program is staffed to assist students who require support in those specific subject areas.

HOMEWORK

Homework is an essential extension of the school into the home environment. Homework is intended not only to further each and every student's scholastic ability, but is important in developing both self-reliance and self-discipline – two of the significant aims of the College.

The expectation in Year 7 and Year 8 is that the student sets aside about one hour for study and homework four nights per week. This time allowance leaves the student time for recreation, sports, activities and family time.

Homework in secondary school does not always follow the patterns of homework set in primary years. Students are more likely to be set assignments and projects that need to be researched and completed over a period of days and weeks. Subjects such as mathematics may set homework that is skills based and requires completion of exercises over a period of two to three days, whereas, subjects such as History and Geography, Meaning, Values, Purpose and Spirituality (MVPS), HPE, English and Science may set homework that involves research assignments or extended projects. These may be researched and drafted in school hours, but require extension, finishing, editing and polishing at home.

Students are encouraged to plan for and complete their homework over a period of time. This is regarded as an essential organisational skill for students in the middle school years and beyond. Parents and guardians should support Year 7 and 8 students regarding the setting of realistic goals, making plans and setting regular time aside for the completion of homework.

On occasions when the work rate of the student does not allow students to complete set work, a note is required. Where concerns arise regarding homework management, communication should be made with the subject teacher in the first instance. Parents are able to monitor, and provide support for, their child's learning and homework through the Schoolbox Parent Portal.



YEAR 7 SUBJECT INFORMATION

CORE SUBJECT OVERVIEW

There are 10 academic classes in Year 7, with approximately 28 students in each class. These are known as Core classes. The Learning Block timetable structure means students have 15 learning blocks per week and 30 per fortnightly cycle.

Across Years 7 and 8, Middle School students study a sequence of Core subjects representing key disciplines from the Australian Curriculum and Catholic education. These include:

- Meaning, Values, Purpose and Spirituality (MVPS) ;
- English;
- Health & Physical Education;
- History and Geography;
- Mathematics; and
- Science.

Students in Year 7 also study the following compulsory subjects:

- Japanese (for one semester);
- Digital Technologies (for one semester).

ELECTIVE SUBJECTS & LINES

In the Middle School there are three 'non-Core' or elective learning lines. These lines are comprised of other significant subjects and disciplines from the Australian Curriculum that are considered essential.

Students must study at least one subject from each line, thus completing courses in Innovation and Communication (Semesterised), Technologies (Semester 1 and/or 2) and Creative Arts (Semester 1 and/or 2) each year.

INNOVATION & COMMUNICATION ELECTIVE LINE

offers subjects from the Languages curriculum or LOTE (Language other than English), literacy support, and subjects with a future oriented, communications focus. These subjects also integrate themes and skills from the Creative Arts and/or Digital Technologies curricula.

The Innovation and Communication line is split into semesters. In one semester students must study Japanese as their Language other than English (LOTE) subject. In the other semester students must study Digital Technologies. Both subjects are mandated by the Australian Curriculum Assessment and Reporting Authority (ACARA) for all students in the middle years.

CREATIVE ARTS & TECHNOLOGIES ELECTIVE LINES

are semester long subjects. Students study four electives over the course of the year from a range of Technologies and Creative Arts subjects.

SELECTING SUBJECTS

Students make their subject selection through a survey. The survey is sent to parents via email in Term 3 for Year 7 students in 2024.

Please carefully follow the instructions in each section of the survey to ensure it is completed correctly.

INNOVATION & COMMUNICATION LINE

INNOVATION & COMMUNICATION COMPULSORY SUBJECTS

Compulsory courses offered in the Innovation and Communication line are:

- Japanese
- Digital Technologies

All students study these subjects for one semester.

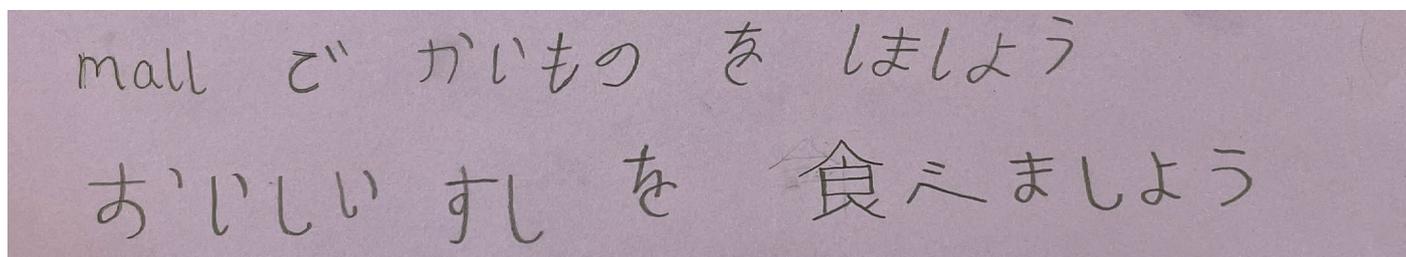
JAPANESE (LOTE)

The Japanese course offered in Year 7 provides an introduction to Japan and the Japanese language and culture. The course aims to:

- Teach students to communicate in Japanese using simple words and sentence patterns.
- Foster a general interest in Japanese culture. Learning about other cultures is based on the communicative approach, which equips students with skills needed to communicate in Japanese.
- Provide students with the foundation for a sustained study in a LOTE (Language other than English) subject that can be followed through from Year 7 to 12.

AUSTRALIAN CURRICULUM: DIGITAL TECHNOLOGIES

Digital Technologies, while based around competencies with ICT, is distinct from Computing Skills. This is an Australian Curriculum course, which focuses on the development of computer programming skills through the use of web-based software, offline activities, and programming software. Learning in Digital Technologies aims to further develop understanding and skills in computational thinking and systems thinking. Students create a range of digital solutions and program simulations of relationships between objects in the real world.



CREATIVE ARTS & TECHNOLOGIES ELECTIVE LINES

These courses run on a semester basis. All courses run for two terms (one semester) in each half of the year. These courses are designed to provide Year 7 students with experiences in both Creative Arts and Technologies, in line with Australian Curriculum requirements.

Students are required to complete one Technology subject and one Creative Arts subject on each elective line per semester. Year 7 students study four courses in a specific sequence over the school year: two courses in the first half of the year and two courses in the second half.

Within the Technologies and Creative Arts lines, students can select from three Technologies electives and three Creative Arts electives. The Creative Arts/Technology combination means, therefore, that Year 7 students complete two different Technology courses and two courses from Creative Arts over the course of the year.

Subjects available are:

- Art
- Drama
- Music
- Food and Nutrition
- Applied Technology
- Textiles, Design & Technology

THE CREATIVE ARTS LINE ELECTIVES

ART

The Year 7 Art course aims to give students a general introduction to the visual arts. During the course, students gain familiarity with design principles, which are incorporated into their practical work. Such principles as shape, form, line, tone, colour, composition, space and pattern are covered. Various art media are experimented with and particular emphasis is given to drawing, painting and clay work. Overall, the course endeavours to encourage enthusiasm in, and an appreciation of, each student's creative potential in the visual arts area.

DRAMA

Students study mime, poetry, prose, story, improvisation, role-play, character development and elements of public speaking. Through these practical activities students develop confidence in oral skills, interpretation of text, dramatic technique and participate in public performances such as the PARTS Festival.

MUSIC

This course aims to encourage students to develop an appreciation of the wonderful world of music through a range of activities. The course has two (2) components that reflect the two Arts strands in the Australian Curriculum: Making and Responding. All students participate in Music over one semester:

- Practical: students work in small groups on a range of instruments. Students will also develop rhythmic skills through engaging in percussion activities.
- Technology: students learn various skills required to make music electronically.
- Vocal: students also learn about the benefits of singing and how to look after their voices through exciting and interesting songs.

TECHNOLOGIES LINE ELECTIVES

FOOD AND NUTRITION

Food and Nutrition focuses on the preparation of food suitable for nutritious snacks, breakfasts and lunches. Students develop practical skills, study basic nutrition and apply this to make healthy food decisions.

APPLIED TECHNOLOGY

This subject aims to develop students' design and problem-solving skills while also improving dexterity and skills with hand tools. This is a practical subject using a range of materials and technologies. Teachers choose projects from a variety of materials including leather, wood, metal, and plastic. The emphasis is always on safety with tools and safe workshop procedures. Students are encouraged to design their own projects.

TEXTILES, DESIGN & TECHNOLOGY

Students investigate fabric as a material and use the technology process to investigate, design, produce and evaluate. This course looks at a variety of textiles and studies their uses in the home and the environment. Practical and artistic skills are developed through simple, selected projects.



YEAR 8 SUBJECT INFORMATION

CORE SUBJECT OVERVIEW

There are 10 academic classes in Year 8, with approximately 28 students in each class. These are known as Core classes. The Learning Block timetable structure means students have 15 learning blocks per week and 30 per fortnightly cycle.

Across Years 7 and 8, Middle School students study a sequence of Core subjects representing key disciplines from the Australian Curriculum and Catholic education. These include:

- Meaning, Values, Purpose and Spirituality (MVPS) ;
- English;
- Health & Physical Education;
- History and Geography;
- Mathematics; and
- Science.

ELECTIVE SUBJECTS & LINES

In the Middle School there are three 'non-Core' or elective learning lines. These lines are comprised of other significant subjects and disciplines from the Australian Curriculum that are considered essential.

In Year 8, these lines form three distinct option lines.

Students must study at least one subject from each line, thus completing courses in Innovation and Communication (Semesterised), Creative Arts (Semester 1 and/or 2) and Technologies (Semester 1 and/or 2) each year.

Year 8 students may select up to six elective subjects across the year.

INNOVATION AND COMMUNICATION ELECTIVE LINE

offers subjects from the Languages curriculum or LOTE (Language other than English), literacy support, and subjects with a future oriented, communications focus. These subjects also integrate themes and skills from the Creative Arts and/or Digital Technologies curricula.

In Year 8 students select from a range of semester-length courses, or elect to continue their study of Japanese from Year 7, which is a year long subject. Students who do not choose Japanese select two of the semester length courses to study (one in each semester). Through the Innovation and Communication Line in Year 8, we broaden our range of offerings, so that Languages, Digital Technologies, Media, and an introduction to Asian culture are all represented as independent courses within the Middle School learning program.

TECHNOLOGIES AND CREATIVE ARTS ELECTIVE LINES

are semester long subjects. Students study four electives over the course of the year from a range of Technologies and Creative Arts subjects.

SELECTING SUBJECTS

The Year 7 into 8 Subject Selection, 2024 – Web Preferences Survey is emailed to students with their individual log in details. The survey opens at the conclusion of the Subject Selection Evening in Term 3 and must be completed by the specified due date. Instructions for the survey will also be available during the Evening.

Students are provided with information in class on how to access the survey and subject selection information, including access to the *Middle School Subject Selection Handbook* online.

When students enter the subject selection survey they will be presented with instructions on how to complete the survey. It is critical that students carefully read the instructions in each section to ensure they complete it correctly.



INNOVATION & COMMUNICATION LINE

The Innovation and Communications line includes a choice of semester-length courses, and a year-long Japanese subject. Students must select two subjects. Students who do not select Japanese, study two of the semester-length courses (one in each semester).

- Japanese (year-long)
- Cultural Connections with Asia
- Digital Technologies: Australian Curriculum
- 3D Digital Design
- Media Skills
- Self Directed Project
- Assignment Support
- STEM (Science, Technology, Engineering and Maths)

JAPANESE - LOTE Year-long

I WILL LEARN:

In Year 8, Japanese is a year-long subject. This allows you to deepen your understanding of the Japanese language and culture. The course focuses on four main topics:

- Animals (colours, adjectives, description)
- Food & Drink (meals and table etiquette)
- Festivals & Celebrations (days, dates, months, time)
- Body Parts (description)

SKILLS I WILL DEVELOP:

You will develop your ability to speak, listen to, read and write Japanese. You will learn to write the ひらがな (hiragana) script and a range of かんじ (kanji) characters. Learning another language will also foster your ability to think and reflect about the workings of language and to develop mental flexibility and problem solving-strategies. Language and intercultural skills allow ready global communication.

WHERE IT COULD TAKE ME:

Study:

- Year 9 Japanese - full year course
- Year 10 Japanese
- Year 11 Japanese TASC Level 2 or TASC Level 3
- Year 12 Japanese TASC Level 2 or TASC Level 3 or UTAS High Achiever Program

You may also have the opportunity to participate in the Japanese Exchange Program which includes a two week trip to Japan or a one month student exchange program for Year 10 students

Japan and Australia share many sister city relationships and are major trading partners. Learning Japanese opens up many opportunities:

- working for or with Japanese companies
- careers in tourism, retail and hospitality
- teaching, both in Australia and overseas
- opportunities to study and travel in Japan

Entry Condition: Year 7 Japanese

CULTURAL CONNECTIONS WITH ASIA

I WILL LEARN:

About different Asian countries' cultural traditions, including food, art, history, literature, and performance. You will learn about the similarities and differences between Australian culture and Asian cultures.

SKILLS I WILL DEVELOP:

The ability to interact and engage with different cultures in a respectful and empathetic way. You will also enhance your written and verbal communication skills. You will work on creative projects designed to enhance your awareness of our nearest neighbours.

WHERE IT COULD TAKE ME:

All over the world! Asia is the most populous region in the world and home to many of Australia's largest trading partners. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

DIGITAL TECHNOLOGIES: AUSTRALIAN CURRICULUM

I WILL LEARN:

Digital Technologies, while based around competencies with ICT, is distinct from 3D Digital Design. This is an Australian Curriculum course, which focuses on the development of computer programming skills through the use of a number of engaging web-based software, offline activities, and programming software. Learning aims to further engage students with a wider range of information systems as they broaden their experience and involvement in national, regional, and global activities.

SKILLS I WILL DEVELOP:

Students explore concepts of text-based programming, spreadsheets, embedded systems, and the exciting world of drone technology. They will continue to build future-focused technological literacy skills so that they can achieve success as technology develops in the future.

WHERE IT COULD TAKE ME:

Global opportunities to explore abound in the world of digital technologies. Students can continue to study this learning area throughout their education, and many skills developed will be beneficial to learning in other learning areas.

Entry Condition: Year 7 Digital Technologies

3D DIGITAL DESIGN**I WILL LEARN:**

Digital 3D Design aims to extend students beyond basic skill levels acquired in Year 7 and set them up for more advanced study in future years. The course has been designed to cater for the growing needs of students to be digitally literate and to gain skills for their future. The course focuses on Digital 3D design elements.

SKILLS I WILL DEVELOP:

Students explore software to construct elements of 3D models for game development, industry, architecture and robotics. Students also explore computer simulation of environmental conditions that control the physical aspects of the simulated world such as density, force and gravity.

WHERE IT COULD TAKE ME:

A range of opportunities are available for students who expand their skills in this area. Moving into Year 9 and beyond, students can complete subjects in 3D object design, game creation, animation and Housing design. Students can then move into further study and employment opportunities in this dynamic industry.

MEDIA SKILLS**I WILL LEARN:**

Year 8 Media Skills allows students to engage with a range of media skills, understandings and techniques. It will allow students to explore and create with a variety of digital programs used frequently across the media industry.

SKILLS I WILL DEVELOP:

Students will develop a strong fundamental understanding of Adobe suite programs such as Photoshop and Premiere Pro. Students will be able to manipulate and edit images as well as create advertisements using digital files. They will also gain skills in creating stop motion graphics and film using a variety of methods. Students will also become experts in using a range of online media tools in order to store, transfer, share and create assessment pieces.

WHERE IT COULD TAKE ME:

Media skills give students a good insight into the skills and techniques used within the industry of radio, television, visual literacy and digital media and design. It is a great pathway for students to continue towards film-making and graphic design as well as creative outlets such as photography, drama and digital art.

SELF DIRECTED PROJECT**I WILL LEARN:**

Students have the opportunity to complete an indepth project that involves a specific area of interest and/or passion. They engage in generating a problem, addressing this and providing/developing a solution. Students develop a detailed, well-researched project that supports their solution. This may include digital presentations, physical samples or other unique materials.

SKILLS I WILL DEVELOP:

A wide variety of skills are developed during the process of working on the project which helps in all subjects studied at the College. These include:

- how to research effectively and efficiently
- how to correctly reference and construct a bibliography

- the effective use of Artificial Intelligence as a source of information for notes
- time management and presentation styles
- developing inquiry questions

This subject gives students the opportunity to study a topic in depth; one for which they have a passion for or for which they have a keen interest. They work with their teacher mentor throughout the entire process. A high level of academic rigour will be expected.

WHERE IT COULD TAKE ME:

Developing key learning skills assists with any future subject studied at St Patrick's College. To further develop, students could select Student Directed Inquiry in Years 11 and 12.

STEM**Science, Technology, Engineering & Mathematics****I WILL LEARN:**

Year 8 STEM consists of three units of work. You will participate in a robotics unit where you build and code Lego robots. The CO2 Cars unit is a favorite among students as you learn about aerodynamics and friction while designing and constructing the fastest CO2 car. You will have the opportunity to compete with your peers in designing and building the best solar oven. Nearly all lessons are hands on.

SKILLS I WILL DEVELOP:

In STEM you have opportunities to develop your problem-solving, critical thinking, creativity and logic skills. These skills are ones that can be developed and improved through study and practice.

WHERE IT COULD TAKE ME:

STEM could lead to many jobs in engineering, but this isn't all! The skills learnt in STEM can be beneficial in both personal and professional life. Every job involves some form of problem-solving, critical thinking, creativity and logic.

The following pathways are available at St Patrick's College should you wish to study STEM-based subjects beyond Year 8:

- Year 9 Take Off and Robotics
- Year 10 Design & Engineering
- Year 11/12 Design & Engineering TASC Level 2 or 3

ASSIGNMENT SUPPORT**I WILL LEARN:**

Through the identification of specific areas of need (teacher, parent or student-based), students can complete a semester of Assignment Support to help develop their fundamental skills. The subject includes explicit teaching of skills (cross curricular) during each double lesson, as well as time to complete work with guidance and support from the teacher.

SKILLS I WILL DEVELOP:

Students learn about:

- the importance of time management
- how to organise their learning
- planning and preparation techniques

WHERE IT COULD TAKE ME:

This subject is aimed at providing students with the opportunity to learn key skills for their future success. They can continue accessing support throughout school in subjects like this as well as through the after-school tutoring program.

CREATIVE ARTS & TECHNOLOGIES LINES

The Creative Arts and Technologies line offers semester length courses. Students select from a range of Creative Arts and Technologies electives each semester. Over the course of the year students complete a mixture of four Creative Arts and Technologies courses. Ideally, two semester-long courses from the Creative Arts curriculum and two semester-long options from the Technologies curriculum. However, students may wish to select one course from the Creative Arts and three courses from Technologies, or one course from Technologies and three courses from the Arts.

Creative Arts Elective Lines

- Art (2D) – Semester 1 only*
- Art (3D) – Semester 2 only*
- Drama
- Dance
- Music Studies
- Music Technologies
- Musical Theatre

*Please note - there are two distinct Art subject offerings. Students can study both subjects if they wish.

ART - 2D Semester 1 Only

I WILL LEARN:

This course allows students to expand their knowledge and skills within the visual arts both practically and theoretically. Areas of focus in this course include exploring the art of comics and graphic novels and the use of text in art, learning and applying techniques to enlarge images, using apps and photo editing techniques to create images. Students look at and discuss the work of First Nations Australians and compare and contrast works of art.

SKILLS I WILL DEVELOP:

Students continue to develop their skills in painting and drawing and are introduced to printmaking as a means to create works of art and communicate and express their ideas related to how they see themselves and the world around them. They also expand their knowledge and application of the elements and principles of art.

WHERE IT COULD TAKE ME:

Visual Art is a fundamental component of the human experience reflecting the world and the time in which we live. Art can help us understand our history, culture and our lives and the experience of others in a manner that cannot be achieved through other means. Having a visual arts background can be utilised in many career pathways - illustration and animation, filmmaking and photography, architecture, interior design, fashion, graphic or set design, marketing or creative director, curator or historian. This course is a great pathway to further study within the visual arts.

ART - 3D Semester 2 Only

I WILL LEARN:

This course allows students to expand their knowledge and skills within the visual arts both practically and theoretically. Areas of focus include exploring Islamic art, animal forms, ceramic slab construction, carving and glazing techniques, paper and cardboard construction. Students look at and discuss the work of First Nations Australians and compare and contrast works of art.

SKILLS I WILL DEVELOP:

While drawing remains an integral part of this course, the focus is on sculpture. Students develop skills within this genre as a means to create works of art and communicate and express ideas related to how they see themselves and the world around

Technologies Elective Lines

- Applied Technology
- Design in Metal
- Design in Wood
- Design Graphics
- Textiles, Design and Technology
- Food and Nutrition

them. They also expand their knowledge and application of the elements and principles of art.

WHERE IT COULD TAKE ME:

Visual art is a fundamental component of the human experience reflecting the world and the time in which we live. Art can help us understand our history, our culture, our lives, and the experience of others in a manner that cannot be achieved through other means. Having a visual arts background can be utilised in many career pathways. Illustration and animation, filmmaking and photography, architecture, interior design, fashion of graphic design, marketing or creative director, curator or historian. This course is a great pathway to further study within the visual arts.

DANCE

I WILL LEARN:

Dance is a subject that caters for both experienced dancers and those wishing to begin dancing. In this course, students will learn the three fundamentals of dance: choreographing, performing and analysing dance works (peer and professional). Dance is a practical subject where students have many opportunities to perform in front of their class peers and other performance subject classes.

SKILLS I WILL DEVELOP:

Students develop choreographic skills and experiment with many different choreographic devices, such as cannon, repetition and retrograde. This course is an introduction to dance and therefore does not focus on one style in particular, but covers a range of styles from jazz through to contemporary. Students will enhance their performance skills, with particular emphasis on focus, expressive skills and timing. Students will learn analytical skills when viewing and unpacking professional performances, and can apply their knowledge to their own performances.

WHERE IT COULD TAKE ME:

Dance is a course that can take you directly to the industry or simply to enhance your confidence and movement ability. Many of our students have studied Dance from Years 8-12 and have gone onto companies such as Brent Street or become back up dancers on the world stage. The skills learnt in Dance help students' mental functioning, such as greater self confidence and self esteem, as well as better social skills and improved wellbeing. What are you waiting for - let's get moving!

No previous experience is needed.

DRAMA

I WILL LEARN:

Students study mime, poetry, prose, story telling, improvisation, role-play, character development and elements of public speaking. Drama is an exciting and interesting subject which can really help students develop the skills they need to become more confident.

SKILLS I WILL DEVELOP:

Students will develop performance skills in the areas of voice, physical expression, stagecraft, design, mime and many others. Students will develop confidence in oral skills, interpretation of text, dramatic technique and participate in public performances.

WHERE IT COULD TAKE ME:

The world of the performing arts is a multi-million dollar industry with many opportunities. Vocations in the theatre, film and television industries. Lawyers, teachers, influencers, and any other roles that involve verbal communication and working with others will benefit from the skills developed in Drama.

MUSIC STUDIES

I WILL LEARN:

In Year 8 Music Studies, students will continue to work on an instrument of their choice with solo and small band performance opportunities. Students will have the opportunity to choose a contemporary instrument such as the guitar, bass, drums, vocals, or keyboard or a traditional instrument, such as woodwind, brass, or wind instruments. While it is recommended to have some prior understanding of the chosen instrument, completing Year 7 Music Studies would offer a solid foundation in this regard. Students will study various styles and genres of music from different historical periods and cultural contexts. They explore the social, cultural, and historical factors that influenced the development of these musical styles. Students listen to and analyze a wide range of musical works from different genres, styles, and cultures. They develop critical listening skills and learn to articulate their responses and interpretations.

SKILLS I WILL DEVELOP:

Students will further their knowledge of music theory through an online theory tuition program Musago. Using this program, work is tailored to students' prior knowledge and from there they can work at their own pace. Utilising tuition videos, students receive content and can complete quizzes and worksheets. Students are able to recap previous lessons to reinforce learning, helping memory retention. In Music Studies students will also develop performance skills, Composition and Arranging techniques, Music Technology Application skills, Music Appreciation and Analysis.

WHERE IT COULD TAKE ME:

Year 8 Music Studies will allow you to successfully build skills and knowledge to support the successful completion of Year 9 music. It will allow you access to performance opportunities through the co-curricular programs such as Future Sounds and Development/Intermediate Bands. Students are encouraged to form their own bands outside of the classroom environment and are given the space and equipment to do so.

MUSIC TECHNOLOGIES

I WILL LEARN:

Students learn a range of skills and knowledge related to using technology in music production and composition. Specific focus on shifting from beginner Digital Audio Workstations (DAWs) such as Soundtrap to more advanced options like Ableton will be the major focus. Secondary foci will include live sound production where students learn the skills required to set up for and record live performances.

SKILLS I WILL DEVELOP:

Students will be able to use DAWs, used for recording, editing, and mixing music. Students learn about MIDI (Musical Instrument Digital Interface) and how it is used to control and manipulate digital musical instruments and software. Students learn recording techniques like microphone types and placement. They develop skills in editing audio recordings, including trimming, arranging, and applying effects and processing. Students explore the creation of sound effects and synthesiser patches using software instruments and plugins.

WHERE IT COULD TAKE ME:

Further study in Year 10, and then University Connections Program in Year 11 and 12 (Level 2 and Level 3 courses).

MUSICAL THEATRE

I WILL LEARN:

Students learn a variety of musical theatre skills that are relevant to certain roles in a musical theatre production. Focus areas include musical theatre skill development, ensemble performance skills, behind the scenes of musical theatre productions, understanding and responding to text or music and presenting polished musical theatre performances.

SKILLS I WILL DEVELOP:

During this course you will develop a variety of skills such as:

- Design elements for musical theatre productions such as costume, make up, set and poster design.
- Developing performance skills in drama, dance and music.
- Developing an understanding of the characteristics of Musical Theatre, and the genre, style and thematic context of the performance.

WHERE IT COULD TAKE ME:

Musical Theatre may lead to further study in dance, drama or music, along with preparing you for community or professional musical theatre opportunities.



APPLIED TECHNOLOGY**I WILL LEARN:**

This is an enjoyable practical subject where you get the opportunity to use a range of materials and technologies. You learn how to use hand tools and new technologies such as a laser cutter, to design and make creative and useful objects.

SKILLS I WILL DEVELOP:

You develop design problem-solving skills by using new technologies to design and make. You also learn things such as basic design principles of engineering structures and how to make a structure strong and durable.

WHERE IT COULD TAKE ME:

This is a great lead-in subject to many design-based subjects offered at the College. It may inspire a lifelong journey of design thinking and innovation.

DESIGN IN METAL**I WILL LEARN:**

How to cut, shape, drill, join and manipulate different types of metals to make some useful projects. You also learn about metal and where it comes from.

SKILLS I WILL DEVELOP:

You develop basic skills to use tools that are specific to metalwork and how to do this safely. You learn how to identify types of metal, their uses, and where they come from.

WHERE IT COULD TAKE ME:

The knowledge and skills you learn in Year 8 Design in Metal will help you if you study metalwork in future years or if you want to work in the metal industry. You get to build on these skills and learn even more.

DESIGN IN WOOD**I WILL LEARN:**

Working with wood is rewarding and you will learn how to make useful projects that you can be proud of while learning about the types of timbers and the story behind them.

SKILLS I WILL DEVELOP:

You develop new skills with basic hand tools, equipment, and some emerging technologies to cut, shape, and join timber. You also gain an understanding of timber, its characteristics, and its uses.

WHERE IT COULD TAKE ME:

This is a great lead into design-based subjects offered at the College. For example, Design and Production, Object Design, Workshop Techniques, and other year-level Design in Wood courses.

DESIGN GRAPHICS**I WILL LEARN:**

You will learn about the world of architectural design and design features including some interesting and fun facts about house design. You also learn about logo design and the art of visual storytelling to create memorable and recognisable brands.

SKILLS I WILL DEVELOP:

As well as getting the opportunity to hone your graphic design skills to create things like logos, you also explore and learn skills to draw basic house plans and architectural drawings.

WHERE IT COULD TAKE ME:

The field is constantly evolving, offering endless possibilities for creativity and innovation. This course is a good lead into Housing and Design and graphics courses. It might inspire a future career in the world of design.

TEXTILES, DESIGN AND TECHNOLOGY**I WILL LEARN:**

Working with textiles is enjoyable and rewarding as you create useful projects that you can take pride in. Through this course, you'll also gain valuable insights into various materials, equipment, and sustainability concerns, which can help you explore potential career paths.

SKILLS I WILL DEVELOP:

You develop a range of handy skills including:

- How to identify suitable fabrics for different projects.
- How to use a sewing machine and overlocker.
- How to follow a commercial pattern, make a simple garment, and craft projects.

WHERE IT COULD TAKE ME:

- Further studies in textiles.
- A career in fashion design.
- The knowledge to make and recycle items at home.

FOOD AND NUTRITION**I WILL LEARN:**

How to prepare nutritious snacks, breakfasts, and lunches. You also learn about basic nutrition and how to apply this knowledge to make good food choices.

SKILLS I WILL DEVELOP:

As well as developing basic nutritional skills, you develop practical skills so you can prepare meals at home and in other settings.

WHERE IT COULD TAKE ME:

It is a great lead into undertaking food-related courses at the College in future years.

It may inspire you to think of a career in the food and hospitality industries.

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