

Year 7 2027

Curriculum Handbook



WYNNUM
STATE HIGH SCHOOL

We're Wynnum, We're PROUD





Contents

Contact Details	3
Welcome to Year 7 at Wynnum State High School	4
Proud Pathways.....	5
Introduction – Subject Outline	6
Mathematics	7
English	10
Science	12
Humanities and Social Sciences	14
Health & Physical Education (HPE)	16
Languages	18
French.....	18
Japanese	18
Design Technologies	20
Creative Art – Visual Arts	23
Creative Art – Media.....	25
Creative Art – Dance	27



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Welcome to Year 7 at Wynnum State High School

Starting high school is an exciting milestone and marks the beginning of a new chapter filled with opportunities for learning, growth and connection. As students begin their secondary schooling journey, we are delighted to welcome them into our PROUD school community; a community built on being Positive, Respectful, On Task, Determined and Unified.

Year 7 is a time for students to explore new subjects, build confidence, develop independence and discover their strengths and interests. Our curriculum has been carefully designed to support every learner through engaging, challenging and inclusive learning experiences that prepare students for future success.

At Wynnum State High School, we hold high expectations for all students and believe that every young person can achieve success when supported by strong relationships, quality teaching and a culture of belonging.

This handbook has been developed to provide families with an overview of the Year 7 curriculum and learning expectations. We value the partnership between school and home and know that working together is key to supporting each student's success and wellbeing.

I encourage all students to approach Year 7 with curiosity, resilience and a willingness to challenge themselves. We look forward to seeing each student grow into a confident and capable learner as they begin their journey at Wynnum State High School.

Welcome to our school community. We are excited to partner with you in making Year 7 a positive and successful experience.

Warm regards,

Sandra Quinn

Principal
Wynnum State High School

Proud Pathways

Our PROUD Pathways program supports students in their transition to secondary school by developing the social and emotional skills essential to thrive as young adolescents. The program encourages students to build positive habits, develop resilience and grit, strengthen relationships, and set purposeful goals as they grow in confidence and independence.

Through practical and engaging learning experiences, students enhance their self-awareness, communication, emotional regulation, and teamwork skills. They are encouraged to reflect on challenges, make informed choices, and develop strategies that support both personal wellbeing and academic success.

Aligned with the Australian Curriculum's General Capabilities and 21st century skills, PROUD Pathways develops personal and social capability, critical and creative thinking, ethical understanding, and collaboration skills. The program empowers students to become adaptable, reflective, and connected learners who can contribute positively to their community and future pathways.

Unit	Topics covered
1	<ul style="list-style-type: none"> Welcome to Wynnum Week – School Wide expectations and Positive Behaviour for Learning Mapping out of Semester 1 Assessment Engagement Continuum and Goal Setting Peer relationships and team building Study Skills and timetable The Learning Pit Respectful relationships Harmony Day – Anti-Bullying House choir practices
2	<ul style="list-style-type: none"> The Learning Pit revision Growth Mindset TrackEd reflection and goal setting Hey Warrior – Anxiety and coping House Choir competition Career Education – character strengths Rail safety presentation - QR NAIDOCweek lesson Sense of Purpose
3	<ul style="list-style-type: none"> Mental fitness and Mindfulness Healthy Habits TrackEd reflection and goal setting Map out Semester 2 assessment Cyber safety Student council speeches Subject Selections
4	<ul style="list-style-type: none"> Mental Health TrackEd reflection and goal setting Yr 7 video project Yr 7 video project presentations



Introduction – Subject Outline

At Wynnum State High School, we are committed to the implementation of the Australian Curriculum. School programs, based on Australian Curriculum and Queensland Studies Authority resources are offered to all students in the eight key learning areas. Students will engage in all listed subjects as required by the Australian Curriculum. These subjects are:

Core Subjects <ul style="list-style-type: none">• Compulsory	Elective Subjects <ul style="list-style-type: none">• Choose one subject from each strand to be studied for one semester at a time
<ul style="list-style-type: none">• English• Mathematics• Science• Humanities and Social Science• Health and Physical Education – One Semester only• Languages – One Semester only French or Japanese	<p>Creative Arts – Choose one only</p> <ul style="list-style-type: none">• Dance• Drama• Music• Visual Art• Media <p>Technologies – Choose one only</p> <ul style="list-style-type: none">• Food Specialisation• Textiles• Materials• Digital Technologies

Please Note:

- Elective subjects on offer are dependent on staffing, resourcing and student numbers
- The implementation of the Australian Curriculum V9 may result in changes to some of the subjects in this guide. All information is correct at time of publication

Mathematics

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics	Mathematics	Essential Maths General Maths Extension Maths Specialist Maths	Essential Maths General Maths Extension Maths Specialist Maths	Essential Maths General Maths Extension Maths Specialist Maths

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- Extend their understanding of the integer and rational number systems, strengthen their fluency with mental calculation, written algorithms and digital tools; and routinely consider the reasonableness of results in context
- Use exponents and exponent notation to consolidate and formalise their understanding of representations of natural numbers, and use these to make conjectures involving natural numbers by experiment with the assistance of digital tools
- Recognise the use of algebraic expressions and formulas using conventions, notations, symbols and pronumerals. They interpret algebraic expressions and formulas, use substitution to evaluate and determine unknown terms where other values are given, and solve simple equations using a variety of methods
- 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 and interpret key features of their representation in rules, tables and graphs
- 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, including two-dimensional representations of prisms and other objects
- 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.



Unit	Topic	Unit Description	Assessment
1	Algebraic Expressions and Equations; Integers	<ul style="list-style-type: none">• Use algebraic expressions to represent situations and substitute values into formulas to determine unknown values.• Solve linear equations with natural number solutions.• Solve problems involving addition and subtraction of integers	Examination <i>60 minutes</i>
2	Statistics	<ul style="list-style-type: none">• Plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays.• Interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers.• Decide which measure of central tendency is most suitable and explain reasoning.	Problem solving and modelling task <i>6 pages</i>
3	Indices; Linear Relations; Transformations	<ul style="list-style-type: none">• Represent natural numbers in expanded form and as products of prime factors, using exponent notation.• Solve problems involving squares and square roots of numbers.• Create tables of values related to algebraic expressions and formulas and describe the effect of variation.• Describe relationships between variables from authentic data.• Use coordinates to describe transformations of points in the plane.	Examination <i>60 minutes</i>
4	Geometry; Fractions; Probability	<ul style="list-style-type: none">• Apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons.• Classify polygons according to their features.• Use all 4 operations in calculations involving positive fractions, choosing efficient calculation strategies.• List sample space for single step experiments, assign probabilities to outcomes and predict relative frequencies.	Examination <i>60 minutes</i>
5	Ratios; Percentages	<ul style="list-style-type: none">• Use mathematical modelling to solve problems involving percentages and ratios, in financial and other contexts.	Problem solving and modelling task <i>6 pages</i>



6	Decimals; Measurement	<ul style="list-style-type: none">• Use all four operations in calculations involving positive decimals, choosing efficient calculation strategies.• Use formulas for the area of triangles and parallelograms and the volume of rectangular and triangular prisms to solve problems.• Describe the relationships between the radius, diameter and circumference of a circle.• Represent objects two-dimensionally in different ways.	Examination <i>60 minutes</i>
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Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS).

Refer to the Year 7 booklist for required stationery.

English

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	English	English	Intro to Literature Essential English General English	Literature Essential English General English	Literature Essential English General English

At Wynnum State High School, we endeavour to prepare students to be literate critical thinkers in an ever-changing global and technological society. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing student's knowledge, understanding and skills in listening, reading, viewing, speaking, and writing. In Year 7, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts, in which the primary purpose is aesthetic, or to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Unit	Topic	Unit Description	Assessment
1	Persuasive	Students will create and deliver a motivational speech using a variety of language	Persuasive: Motivational Speech
	Imaginative	Students will study either <i>Bindi</i> by Kirli Saunders, or <i>Black Cockatoo</i> by Hakea Hustler and Carl Merrison. They will study theme, plot, setting and narrative voice. They will experiment with these strategies and create a short story. features and persuasive techniques.	Imaginative: Short Story
2	Analytical	In <i>Growing up on the Big Screen</i> students will undertake a film study of the film: <i>Hunt for the Wilderpeople</i> . They will prepare an analytical essay exploring how characterisation is developed through film techniques.	Analytical: Essay



	Reflective	Students will explore a variety of memoir texts to explore perspectives about growing up in Australia. They will write their own memoir about their experiences of growing up. They will engage in a short discussion about growing up that makes connections between their life and a person or character encountered in their reading or study through the year	Reflective: Memoir
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Cost and materials

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Science

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science	Science	Science	Science	Aquatic Practices Biology Chemistry Physics	Aquatic Practices Biology Chemistry Physics

At Wynnum State High School, we work to prepare students to be active citizens who make thoughtful and critical decisions about scientific claims, which influence their own lifestyle, health and environment, and to become citizens of a global community who make sustainable choices in their everyday lives.

The study of Science establishes a place in the curriculum for the innate human desire to understand the world in which we live. It affords learners the opportunity to observe, to wonder, to question, to investigate and to explain their surroundings.

Science will centre upon constructing new understanding and comparing students' current ideas with those of the scientific community. It will:

- Comprise of opportunities for deep understanding of physical, chemical, biological and earth sciences through scientific investigation.
- Provide situations to examine and discuss scientific social issues.
- Present occasions to 'work scientifically' by investigating and communicating findings.
- Offer learning experiences, which are connected to (a) the real world and (b) the interests of the middle school student.
- Create collaborative learning environments that are inclusive and academically rigorous.

Unit	Topic	Unit Description	Assessment
1	Earth Sciences: Earth, Sun, and Moon	Explore the powerful relationship between the Earth, Sun, and moon. Model the cycles of day and night, seasons, tides, and lunar phases. Discover how these cosmic movements impact life on Earth.	Written Examination
2	Physics: Forces	Uncover the invisible powers that shape our world. Learn how pushes, pulls, gravity, and friction affect how things move.	Student Experiment
3	Biology: Classification and Ecosystems	Enter the world of living things and find out how scientists organise life on Earth. Explore food webs, energy flow, and how ecosystems respond to change. Investigate how your actions can impact the environment around you.	Research Folio



4	Chemistry: Particles, Properties, and Separating Mixtures	Zoom into the microscopic world of particles to discover what makes substances behave the way they do. Experiment with separating mixtures like muddy water or salt from sand and design your own processes to clean, sort, and purify.	Written Examination
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Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 7 booklist for required stationery

Humanities and Social Sciences

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Humanities Civics and Citizenship	Humanities Economics and Business	Elective: Economics and Business	Elective: Civics and Citizenship Economics and Business	Legal studies Business Cert III Business Social and Community Studies Tourism
Geography	Geography	Elective: Geography	Elective: Geography	Geography Tourism
History	History	History	History Elective: Intro into Ancient History	Ancient History Modern History Tourism

In Year 7 Humanities and Social Sciences, students study one unit of Civics and Citizenship, two units of Geography, and two units of History. This subject has a historical and contemporary focus and considers the challenges that may occur in the future. Students develop their understanding of global issues and build their capacity to be active and informed citizens who understand and participate in the world. Through studying Humanities and Social Sciences, students develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Unit	Topic	Unit Description	Assessment
1	Civics and Citizenship: <i>Australia's Government and Legal System</i>	Students study the key features of democracy and Australia's federal system of government and explore how values shape our democracy. They learn about the key features and principles of Australia's legal system and examine how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.	Information Brochure 300-400 words + visuals/diagrams
2	Geography: <i>Place and Liveability</i>	Students examine factors that influence liveability and how it is perceived. They investigate the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.	Field Report 400-600 words + visuals (e.g.map/graph/field sketch, photos)

3	Geography: <i>Water in our World</i>	Students examine the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. They describe the distribution of water resources and construct explanations on the environmental, economic and social effects of strategies implemented to manage water supplies. Students also explore the impact of water-related hazards on human-environment relationships.	Portfolio of Work 400 words
4	History: <i>Deep Time History of Australia</i>	Students begin by establishing how deep time is a framework used by geologists, archaeologists and anthropologists to describe immense periods of time. They apply their critical thinking skills to evaluate different sources of evidence used by historians and archaeologists to understand the ancient past, including theories about migrations. Students then investigate the importance of archaeology and conserving the remains, material culture and heritage of First Nations peoples in Australia, including ethical considerations.	Examination: Short Response 70 mins + 30 mins planning time
5	Ancient China	Students examine maps and timelines to learn about the distinctive geographical features that contributed to the development of the Ancient Chinese civilisation. They apply their critical thinking skills to describe the structure of Ancient Chinese society and the role of the emperors by examining a range of archaeological evidence and secondary sources. Students explore the causes and effects of various events and developments within Ancient China, as well as changes and continuities.	Research Journal and Poster 400-600 words + visuals

Cost and materials

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There will be a curriculum excursion to Stradbroke Island which will incur a cost of approximately \$70-\$100. This excursion covers curriculum content for both the Water in our World unit and the Deep Time History unit.

Health & Physical Education (HPE)

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	HPE	HPE	HPE	Physical Education	Physical Education
		Physical Education	Physical Education	Certificate III in Fitness	Certificate III in Fitness
		Sport & Recreation	Sport & Recreation	Certificate III in Health Services Assistance	Certificate III in Health Services Assistance
				Sport & Recreation	Sport & Recreation

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

Unit	Topic	Unit Description	Assessment
1	Health: Connected & Respected	Students will analyse how stereotypes, respect, empathy and valuing diversity influence relationships. They will analyse the effectiveness of communication strategies, protective behaviours and help-seeking strategies in both online and offline environments.	Exam 60 mins
1	Movement: Minor Games	Students will apply and transfer movements skills and movement concepts across a range of minor games. They will select, use and refine strategies to support, inclusion, fair play and collaboration across a range of movement concepts.	Physical Performance
2	Health: Approaching Adolescence	Students will focus on the individual as they grow from childhood to adolescence. They will analyse factors that influence identities, emotions and responses to change. They will describe strategies to respond to these influences and outline how their strategies strengthen personal and social identity.	Written Assignment 400-600 words
2	Movement: Touch Football	Students will participate in touch football. They will apply and transfer movements skills and movement concepts across a range of practical situations. They will implement and evaluate the effectiveness of movement strategies on movement outcomes.	Physical Performance and Written Evaluation up to 200 words



Cost and materials

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Refer to the Year 7 booklist for required stationery

Languages

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
French Japanese	French Japanese	French Japanese	French Japanese	French Japanese	French Japanese

In Year 7 Languages, students study either French or Japanese for one semester only. They use French or Japanese language to describe their personal world and interact with teachers and peers. Students use their English literacy knowledge of metalanguage to reflect on similarities and differences between French/Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

French

Unit	Topic	Unit Description	Assessment
1	All About Me Tout sur moi	Students learn how to exchange personal information including their name, age, birthday, likes and dislikes, and hobbies. They approximate French sound patterns, intonation and rhythms, and demonstrate understanding that French has conventions and rules for spoken communication.	Examination: Conversation 2 mins in French
2	A Day in My Life Une journée dans ma vie	Students continue to learn spoken and written French through exploring their own lives. They learn to identify and use relevant vocabulary and sentence structures relating to family, friends, school and classroom objects.	Extended Response: Multimodal Presentation 300-400 words in French
3	Around the World Autour du monde	Students continue to develop their understanding of French by reading and listening to a range of written and spoken texts about the world around them to identify and explain meaning.	Examination: Short Response 60 mins + 10 mins planning

Japanese

Unit	Topic	Unit Description	Assessment
1	All About Me Jikoshoukai	Students learn how to exchange personal information including: name, nationality, age, hobbies, family and birthday. They also learn about formal and informal speech. Hiragana and kanji script are learnt.	Examination: Spoken Self-Introduction 2 mins in Japanese



2	My City Watashi no machi	Students learn about common features in many famous Japanese cities. They describe what can be seen, done, eaten and where to go using both spoken and written Japanese. Students learn through gestures and repetition. Hiragana and kanji script are learnt.	Examination: Short Response 60 mins + 10 mins planning
3	How is the weather? Tenko wa dou desu ka	Students choose a city in Japan to investigate. They research the location, weather, seasons and what to do in this place. Students then use this research to promote the city in Japanese script. They also investigate a festival which takes place in this city and compare it to festivals in their own culture.	Extended Response: Multimodal Presentation 300-400 words



Design Technologies

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Design Technologies <ul style="list-style-type: none"> • Food • Materials • Digital 	Design Technologies <ul style="list-style-type: none"> • Food • Materials • Digital 	Design Technologies <ul style="list-style-type: none"> • Food • Materials 	Design Technologies <ul style="list-style-type: none"> • Food 	Design Technologies	Design Technologies
		Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies
				Certificate II in Applied Digital Technologies	Certificate II in Applied Digital Technologies
			Certificate I in Furnishing	Certificate II in Furniture Making Pathways	Certificate II in Construction Pathways
				Engineering Graphics	Certificate II in Engineering Pathways
				Certificate II in Furniture Making Pathways	Certificate II in Construction Pathways
				Early childhood Studies	Early childhood Studies
				Certificate III in Education Support	Certificate III in Education Support
				Certificate III in Hospitality	Certificate III in Hospitality

Students in Year 7 choose one of the Design units listed below. The unit is for one semester only. They will choose an Arts unit for the second semester. This may be either semester 1 or 2. They choose a second unit in year 8 that is different to the unit completed in year 7. They can choose a 3 context in year 9. We encourage all students to try a range of contexts to explore design from different perspectives.

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems and components creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

Unit	Topic	Unit Description	Assessment
1	Food Specialisation	Products for me #1 Fast Food – Students will utilise the kitchens to create food items that incorporate concepts of the design process, personal safety, time management, basic nutrition, the kitchen garden and cooking skills. Students design a nutritious dinner prototype with packaging for sale at an event using a design journal.	Project - Design Journal Project – Fast Food
2	Materials 1 (Textiles and CAD)	Products for me #2 Protect it! – Student will utilise the textile workroom to design a non-apparel product using recycled materials that incorporates concepts of the design process, personal safety, time management, basic textile skills, sustainability and recycling of resources. Students will use a variety of CAD software as a part of their designing to create a non-apparel prototype for their needs using a design journal.	Project - Design Journal Project – non-apparel prototype
3	Materials 2 (Timber and Acrylic)	Products for me #3 Store it! – Students will utilise the industrial workshop to create storage products using materials (wood, acrylic) incorporating concepts of the design process, personal safety, time management, workshop skills, sustainability and the environment. Students produce a storage prototype for a specific design brief incorporating sustainability principles using a design journal.	Project - Design Journal Project – Storage Solution
4	Digital	Products for me #4 eSports – Students will utilise a variety of software to explore the principles of the design process, hardware, software, binary systems, inputs and outputs, algorithms and flowcharts, graphic representation of	Project - Design Journal Project – eSports Game



		images, visual and line coding. Students produce a computer game with reference to the eSports market where they test their products with their peers	
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Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)

Refer to the Year 7 booklist for required stationery

Creative Art – Visual Arts

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Visual Arts	Visual Arts	Visual Arts	Visual Arts	Visual Arts (General) Visual Arts in Practice (Applied)	Visual Arts (General) Visual Arts in Practice (Applied)

In this band, learning in Visual Arts builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students explore visual arts in local, regional, national and global contexts, such as visual arts in countries or regions of Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living visual artists and expand their awareness of the diversity of artworks and visual arts practices.

In this band, the focus is on students:

1. Exploring and responding to
 - Artworks and visual arts practices across cultures, times, places and/or other contexts; for example, through exploration of works in physical or virtual spaces or engagement with artists
 - The diversity of visual arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights
2. developing practices and skills
 - Creative practices and skills for developing ideas, themes and their visual arts practice
 - Critical practices by taking opportunities to reflect on, evaluate or respond to their own work or the work of others; for example, developing intentions for artworks based on exploration, inquiry and research
3. Creating artworks in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms to communicate ideas and intentions using visual conventions, visual arts processes and materials
4. Presenting artworks to audiences, in physical and/or virtual spaces; for example, for a specific target audience.



Unit	Topic	Unit Description	Assessment
1	Paint It	Students will learn painting fundamentals, through an exploration of colour, pattern, texture and form. They will investigate a range of artworks by both contemporary and traditional First Nations artists. Students will respond to a sensory journey of their local area through the creation of an experimental folio and resolved artwork. They will use a variety of painting techniques to create a resolved mixed-media painting on canvas, inspired by their junior secondary journey.	2D Mixed Media Painting and artist statement
2	Sculpt It	Students will continue their exploration of their environment through the development of personal totems to represent features of their identity, through the lens of time and place. They will experiment with a range of hand-building and decorative ceramic techniques, taking inspiration from a range of First Nations artforms. They will use what they have learnt to develop a design for a ceramic totem artwork.	3D Clay Sculpture and design plan

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 7 booklist for required stationery

Creative Art – Media

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Media	Media	Media	Media	Film, Television & New Media Cert III in Screen Media	Film, Television & New Media Cert III in Screen Media

In this band, learning in Media Arts builds on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships.

Students explore media arts in local, regional, national and global contexts such as media produced in countries or regions of Asia, and/or in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living media arts practitioners and expand their awareness of diverse media arts practices, genres, styles and forms.

In this band, the focus is on students:

- Exploring and responding to
 - Media arts works, practices and contexts from across cultures, times, places and/or other contexts; for example, through analysis of their own media arts work or work associated with selected institutions
- Developing practices and skills
 - Creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms and/or styles through available media technologies
- Create (producing) media arts works in forms such as print, screen/moving image, audio and/or hybrid dashspacereplace/trans-disciplinary forms using production processes
- Presenting/screening/distributing media arts works they have produced to audiences; for example, for a specific target audience

Unit	Topic	Unit Description	Assessment
1	My Arrival	In this unit, students are introduced to technical aspects of filming by exploring and understanding how shot types, camera angles and camera movements create meaning. Students will analyse Shuan Tan's 'The Arrival' to understand how stories can be interpreted without text and reflect on their own 'arrival' experience to create an original autobiographical film. Students will create a three-column script to illustrate their planning before they film, edit and choose music to create their own original 'arrival' story.	Short Film Script (3 column)



2	Dreaming: Stop motion	In this unit, students will be introduced to the art of stop motion filming making. Students are introduced to narrative structures in Indigenous story telling from Australia and beyond. Students will analyse these structures to consider how they can inform meaning. They will create a storyboard to illustrate their planning process in adapting an Australian Dreaming story before collaborating with their peers in bringing their storyboard to life by using their iPads to film and edit their chosen Dreaming story.	Storyboard 30 second animation
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Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS)
Refer to the Year 7 booklist for required stationery

Creative Art – Dance

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Dance	Dance	Dance	Dance	Dance Certificate III in community dance, theatre and events	Dance Certificate III in community dance, theatre and events

In this band, learning in Dance builds on each student's prior learning and experiences. Students learn in and through the practices of Dance: choreography, performance and responding.

Students explore dance in local, regional, national and global contexts such as dance in countries or regions of Asia, including use of dance in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living performers and choreographers, and expand their awareness of the diversity of dance practices, genres and/or styles.

In this band, the focus is on students:

1. Exploring and responding to
 - Dance works, the work of performers and choreographers, dance practices across cultures, times and places and/or other contexts; for example, through analysis and/or practical investigations such as improvisation
 - The diversity of dance choreographed and/or performed by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights
2. Developing practices and skills
 - Creative practices for performance and choreography, considering prior learning, safe dance practice, experience and interests. For example, students may focus on individual and ensemble or genre- or style-specific skills, techniques or processes. They build and refine technical and expressive skills, and skills to manipulate the elements of dance
 - Critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, documenting use of a choreographic process or ideas and intentions for a dance work or performance, evaluating their own and others' responses to dance works, reflecting on development of skills and techniques
3. Creating/choreographing dance to communicate their intentions as choreographers, using the elements of dance, choreographic devices and form. Students may focus on choreographing in a range of dance styles and forms and/or choreographing for multi-arts, hybrid or trans-disciplinary work such as screen-based or theatrical forms
4. Presenting and performing dance using technical and expressive skills to communicate their ideas and intentions to audiences; for example, through planned and rehearsed live or streamed performances, as appropriate.



Unit	Topic	Unit Description	Assessment
1	Dance around the world	In this unit students will be introduced to cultural dance and the elements of dance. They will explore and manipulate the elements of dance through making in the Bollywood Dance Style.	Choreography
2	Expressive movement	In this unit students will explore the elements of dance. They will explore and manipulate the elements of dance through making and responding in the lyrical genre.	Performance Exam

Cost and materials

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Refer to the Year 7 booklist for required stationery.