



Year 9 Handbook

2021

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Introduction to Year 9

The Year 9 curriculum is based on the Victorian Curriculum standards but also reflects the values we place on a liberal education, one that is relevant, dynamic and inspiring to our students.

Students in Year 9 are able to choose elective subjects that foster their individual interests, talents and encourage ambition. Students select elective subjects for a semester, timetabled alongside core subjects as outlined in this handbook.

Students in Year 9 participate in the Challenge Program. The Challenge Program offers a dynamic and memorable learning experience for the Year 9 cohort. This unique program encourages greater responsibility for independent learning and reflection, development of team work strategies, a sense of belonging and promotes an increased awareness of diversity within our community.

Spanning across the year, each week which provides students with learning opportunities outside of the usual classroom constraints. The program includes; City Week, Law Week, Enterprise Week, Environment Week and lastly finishing the school year off with the Challenge Week Camp.

Students also participate in Quærite, which is our pastoral program.

The Quærite Program

The Quærite program is a personal development program that operates throughout the whole school. Students in Years 7 to 9 experience much change in their lives. Through exploring a variety of themes, we are able to nurture the physical, social and emotional development of each student.

At Year 9, students cover a new area each term that supports their learning and wellbeing. The program is divided into four areas:

1. Identity and positive education
2. Enterprise and learning
3. Respect and relationships
4. The working world

Each area is run by a team, which comprises teaching staff and guest speakers. Plays, peer teaching, projects, excursions and incursions are some of the activities that help to engage the students learning and participation.

The program develops skills, knowledge, attitudes and understandings which will enable the students to value and lead healthy lives as contributing and productive members of society. The program is constantly reviewed and updated in response to contemporary issues. Quærite compliments and enhances the efforts made by families and community groups to support young people.

Year Level Coordinator

Each year level has a Year Level Coordinator who oversees the progress and wellbeing of each student. The Year Level Coordinator works with the students in the Quærite program, runs the year level assemblies and organises activities and camps associated with their level. Contact with the Year Level Coordinator can be made by email or by phone during school hours.

Summary of courses

All students in Year 9 study a combination of core subjects and elective subjects

Core subjects

- English
- Humanities (incorporating Geography, History, Economics and Civics & Citizenship)
- Mathematics
- Physical Education
- Quærite Program
- Science

Electives

Students must select:

- one language (French or Japanese – this is the same subject studied in Year 8)
- six elective subjects

Discipline	Structure
Art	Can be taken for one or two semesters
Drama	Can be taken for one or two semesters
English – World of Writing	Can be taken for one or two semesters
Food Studies	Can be taken for one or two semesters
French	Must be taken for both semesters
Japanese	Must be taken for both semesters
Multimedia	Must be taken for both semesters
Music	Must be taken for both semesters
PE – Sports Science	Can be taken for one semester only
Science – Forensic Science	Can be taken for one semester only
Science – Robotics and Technology	Can be taken for one semester only
Visual Communication and Design	Can be taken for one or two semesters

The Year 9 Coordinator, the Deputy Principal – Teaching and the Learning and Careers Counsellor are available to assist students and their parents with decisions regarding subject selection.

Subject descriptions: Core subjects

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 9, students interact with peers, teachers, individuals, and groups to experience learning in familiar and unfamiliar contexts, including local community and global contexts. All Shelford students are encouraged to participate in debating opportunities and speaking and writing competitions, designed to inspire a love of learning in the English classroom.

Students engage with a variety of texts for enjoyment and analysis. They interpret, create, evaluate, discuss and perform a wide range of literary texts as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving more complex ideas and higher order reasoning. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Year 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Students create a range of imaginative, informative and persuasive texts, with focus on the conventions of the English language, including accuracy in spelling and grammar and increased complexity of paragraph structures.

By the end of Year 9, the student should be able to do the following.

Reading and viewing

Students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. The students evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. The students create comparative texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and listening

Year 9 students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. Students understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. The students make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Humanities

The Year 9 Humanities course is specifically designed to cater for the diversity of student interest and personal learning styles; the program includes an emphasis on self-directed, inquiry based learning with a variety of ICT skills taught. By studying past and future perspectives, students develop an understanding of democratic processes, social justice, enterprise and ecological sustainability. The course will focus on the interaction of people with the environment at a local, national and global scale, enabling them to participate as active and informed citizens in our global community.

History – The making of the modern world

The biggest game changer in the history of the modern world can be attributed to the rapid developments that occurred during the 18th Century. The Industrial Revolution was a time of significant social, political and technological change. In this unit students begin by studying the causes of the Industrial Revolution and investigating the global consequences, from child labour and uneven distribution of wealth to worldwide trade networks. A depth study then focuses on the emerging nation as Australia moves from Federation to World War I and its aftermath. This study asks students to consider the role of Australia as part of the British Empire.

Questions to investigate include the reasons for Australia's participation in World War I, emphasising the Gallipoli and Western Front experiences, the 'Anzac Spirit' and the impact of the war on the nation.

Students will collate, summarise and present information using a range of primary and secondary written and visual sources such as film, documentary, diaries, photographs and paintings. Assessment is based on class work, analysis exercises and thinking routines, research tasks, essay and a test.

Geography – Globalisation, food production and food security

Where does our food really come from? This major unit will investigate the characteristics of biomes which are essential to providing food and fibres on which our lifestyles rely. The influence of technology on how we produce food, such as irrigation and improvement of seed, will be studied along with negative environmental effects such as land degradation and loss of biodiversity. The challenges of feeding 9 billion people by 2050 will become apparent when researching contemporary food security, the shortages experienced in many developing nations and how we might improve food security on a global scale.

A second unit will investigate how an increased use of technology has enabled the world to become more interconnected through the movement of services, information and people. In particular, students will study the impacts of the globalisation of production and the growth of tourism and its likely effects on the environment and economy of a holiday destination.

Assessment is based on class work, mapping skills, research reports and tests.

Economics, Civics and Citizenship – Incorporating digital simulation

In this unit of work, students will learn about the economic and political implications of decisions made by the government. They will create their own political party for a country, research some of the current issues that politicians face and have a class vote for Shelford's Year 9 Prime Minister. We then use a digital platform game called Democracy where students make political decisions in a simulation game with the aim to be elected by the public as Prime Minister. In Economics, students learn about the different types of economies, both past and present. Students go on a fieldtrip that explores products that Australia imports from overseas. We also investigate the factors that affect our economy which include producers, financial institutions, consumers and the government as well as GDP, unemployment and exchange rates.

Mathematics

Our Mathematics curriculum caters for each student's individual learning needs and learning styles by exposing them to a variety of learning resources and assessment tasks. We aim to both challenge and engage students so that they can further develop their knowledge and skills and work at their full potential. This level of challenge differs for every student. All students are given the opportunity to receive additional support outside of class time to ensure their learning needs are being met.

Students who demonstrate the capability to work beyond Year 9 level are placed in a dedicated class and given the opportunity to complete a range of challenges that will further enhance their understanding of Mathematics. These students, along with the rest of the cohort, complete a range of assessment tasks that allow them to demonstrate their understanding of the content in a variety of ways. Assessment tasks are given on a regular basis to ensure teaching and learning is guided by both student-generated and teacher-generated feedback.

Year 9 topics

Year 9 includes topics related to the following.

Measurement and geometry

- Scientific notation
- Pythagoras' Theorem
- Trigonometry
- Length, area and volume of shapes
- Similar triangles and congruent triangles

Number and algebra

- Manipulation of algebraic expressions
- Solving linear equations
- Graphing linear functions
- Solving simultaneous equations
- Index laws and simple operations with surds
- Factorising and graphing quadratic functions
- Ratios
- Percentage increase and decrease

Statistics and probability

- Using Venn diagrams and tree diagrams to solve probability questions

- An Introduction to stem-and-leaf plots and box plots

Physical Education

In the Year 9 Physical Education curriculum, students learn how to enhance their own and others' health, wellbeing and physical activity participation, in varied and changing contexts. The program offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable, and physically active.

In Year 9 Physical Education students participate in an exciting and extensive program that continues to promote leadership, teamwork and cooperation. We also aim to create an environment where students can discover new activities, develop healthy lifestyle habits and refine their skills. Students will analyse how physical activity and sport participation can influence and individual's identity and explore the role participation plays in shaping cultures. The Year 9 program includes fitness testing and athletics as well as a number of sports that enable students to develop their skills and game sense whilst working in teams.

Students will have the opportunity to participate in the following Units of work.

Sports around the world

Students participate in practical classes focused on sports and activities from different countries and learn about the origins of each sport. Activities may include grid iron, European handball, Gaelic football, la crosse and more.

New physical activities

This provides students with the opportunity to engage in recreational activities and to learn new practical skills. Students learn about the importance of physical activity for their wellbeing, how to be active in their local community and practise applying strategies to maintain lifelong healthy habits. Activities may include archery, croquet, lawn bowls and archery.

Healthy lifestyles

This focuses on the importance of physical activity and encouraging students to be physically active individuals throughout, their life. Students gain an improved understanding of their personal physical activity levels and examine their local environments to see how they can be active. The students participate in a combination of theory and practical classes.

Create a game

Students will work in groups to design and create a modified game following a specific criteria. Each group will have the opportunity to teach a younger year level their game in order to complete a reflection task.

Aerobics

Students will participate in some competition aerobics incursions which will give the girls the basic movement, transition patterns and counting concept which will enable them to create and perform an aerobics routine.

Assessment

At the end of each unit students must have demonstrated:

- willingness to learn and participate
- knowledge and understanding of basic rules and game play
- improvement in the performance of their skills
- complete theory component of the course.

All students are encouraged to supplement class work by participation in extra-curricular sport, both at the House and interschool levels.

Science

Students explore ways in which multi-cellular organisms rely on co-ordinated internal systems, in particular the nervous and endocrine system responses to change in the environment. They explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important acid reactions. Students describe models of energy transfer and apply these to explain the phenomena of electricity and electromagnetism. They explain global features and events in terms of geological processes and timescales. Students analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. Students will establish an understanding of human defence mechanisms against disease. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students investigate and collect data using a range of inquiry skills for subsequent analysis. They critique methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Subject descriptions: Electives

Art

This course is designed to give students a deeper understanding and appreciation of learning about art and the artists' world, whilst developing their visual arts skills and knowledge. Taking into consideration the 'behind the scenes' tales of a number of artists anywhere from the Renaissance to the present, students learn about the contexts in which art has been made, in order to then connect, explore and extend their ideas and skills and apply to their own arts practice.

Art will focus on building students' visual literacy and appreciation in the aesthetics of art and the world around them. This exciting Year 9 course has two major components:

1. The Folio – Creating and making and art appreciation
2. Exploring and responding

Creating and making

Students will generate and develop ideas that explore concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and conventions to represent and communicate ideas and develop imaginative solutions to a range of tasks. There is a strong focus on the technical development of appropriate skills and safety issues when using different equipment.

Exploring and responding

Students will examine the exciting life and times of selected artists and movements. Students will begin to use appropriate terminology when making, discussing and writing about art. They focus on the development of particular art forms on a range of cultures. When responding to the arts, students examine the content and purpose of art works, including differences in styles, themes and aesthetic qualities in the work of particular artists and between artists.

Learning focus

- **Colour** – Exploration tasks
- **Fundamental drawing skills** – Using pencil and charcoal
- **Printmaking** – Mono printing methods
- **Extension drawings** – pencil gradients, lyra graphite and pastel
- **Painting** – acrylic and watercolours
- **Ceramics** – hand building and craftsmanship

Assessment

Students are given criteria that they use as a base for the completion of each task. These criteria will vary according to each task but will consist of the students being able to achieve the following outcomes:

- **Workbooks** – students will include the development of each project, annotation of ideas and documentation of processes.
- **Folio** – presentation of final resolved works.
- **Extended responses** – written analysis and interpretation of content, structure and aesthetic qualities of art works.

Drama

Drama in Year 9 is an elective subject and aims to extend the students' knowledge of performance, theatrical conventions and production areas. Students will explore ways of creating characters, structuring narratives and applying production areas to suit various styles of theatre.

They are introduced to conventions and techniques employed in both naturalistic and eclectic theatre and work on developing and refining their use of expressive skills. Students will devise original solo and ensemble works, and also learn methods of analysing and realising scripted drama. They will investigate how to manipulate dramatic elements to create meaningful and considered pieces of theatre.

Students use appropriate drama terminology to critically analyse and evaluate the development and realisation of their own and others' work. They will attend a professional performance and participate in practical workshops. They research and explore both comic and serious performance styles such as Musical Theatre, Theatre Sports and Realism. Students will complete a folio in response to a theatrical brief which enables the students to select any approved script and focus on a production area that interests them most.

Assessment

Students will be assessed in a variety of ways:

- Written work in journals and performance analysis tasks
- Participation in workshops and class performances
- Application of production areas, expressive and performance skills in the performances.
- Ability to work creatively with others through collaboration, cooperation, negotiation and focus.

English – World of Writing (WOW)

World of Writing focuses on extending students' reading strategies and personal responses to literature. It has been designed for those students who enjoy reading and discussing literature and are seeking an enriched exposure to literature and enhancement of their writing skills.

This course aims to:

- Encourage independent and critical thinking which will assist students in all their academic study, in particular English and Literature Units 1 and 2
- Increase students' understanding and appreciation of major literary forms
- Increase students' use and control of complex linguistic structures and features in the creative writing process
- Introduce selected theoretical and critical frameworks used in discussing literature.

The course is based on texts selected from novels, plays, short stories, poetry, biographies and films. Students will experience writers from a variety of countries and time periods.

The course focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others. They will write in the style of the different authors they study. Students will study a mixture of past and contemporary texts in a variety of forms including short stories, poetry and a novel.

Students will also consider the complexity of language and start to recognise the influence of contexts and form. There is an emphasis on engaging students in discussion, work-shopping, performance and meeting and working with practicing writers.

Assessment

Assessment is continuous and based on participation in class, oral and written tasks. Students will write in a variety of forms: reviews, close text analyses, creative short stories, poetry and biographies.

Food Studies

Students undertake a close look at the functional properties of food with an emphasis on practical food preparation. This will empower them to take control of their food choices and therefore their health and future wellbeing. Students will build a sound knowledge of skills required to work with food to suit individual needs. They will further develop their understanding of nutrition and become informed consumers of commercially produced food and gain confidence to experience new tastes and ingredients. They will also learn new preparation methods and develop a cultural perspective to food.

The key knowledge and skills in this semester will focus on designing and preparing food from a variety of cuisines for various of occasions such as breakfast, brunch, entrees, main courses and dessert. Special emphasis on food preparation methods, equipment and safety and hygiene in the kitchen. Students will also investigate the historical, social and cultural beliefs and customs of specific cultures and their relationship to food.

Assessment

Assessment is continuous and based on a combination of practical tasks and theory based exercises. An investigative report and visual presentation will also feature in Semester 2.

French

The aim of this course is to enhance students' ability to communicate using French through further development of speaking, listening, reading and writing skills. Comprehension, error analysis and dictionary use are practised and developed. Additional grammar is revised and introduced using a grammar-specific textbook. By the end of Year 9, students are able to express ideas in oral and written form on topics in past, present and future time frames.

Please note:

- *Students selecting Year 9 French must have completed Year 8 French.*
- *Students who want to continue their French studies in Year 10 must complete both semesters of Year 9 French.*

Semester 1

Vocabulary, grammar concepts and culture elements are integrated through the topics of the textbook: types of clothing, healthy living and leisure activities.

Semester 2

Vocabulary enrichment is related to topics such as health, leisure, daily routines and holidays. Students consolidate their understanding of basic grammar and progress to more advanced concepts.

Assessment

Assessment is based on regular written, oral, aural and reading comprehension activities and tests, as well as on participation and the use of French in class.

All students are entered in a poetry competition organised annually by the Alliance Française de Melbourne.

Japanese

The Year 9 course aims to develop and enhance further the student's ability to understand, speak, read and write in Japanese. Students also continue to study the culture of Japan in a context which is relevant to their own interests and experience. Their study of Japanese takes into account the increased language competence and the overall intellectual and social development of students at this level.

Students utilise the main writing system, hiragana, continue their study of kanji characters, and learn the 46-character katakana writing system, used mainly for words of foreign origin.

Through the study of a variety of topics, students are introduced to a wide range of fundamental grammatical patterns and vocabulary. Knowledge of, and an insight into, the culture of modern-day Japan is enhanced during study of this course.

Please note:

- *Students selecting Year 9 Japanese must have completed Year 8 Japanese*
- *Students who want to continue their Japanese studies in Year 10 must complete both semesters of Year 9 Japanese.*

Semester 1

Students continue to build their vocabulary and linguistic base through the study of topics including: Anime and manga, Physical descriptions and Special occasions.

Semester 2

Students further consolidate their understanding of basic grammar and essential vocabulary through the study of topics such as: Festivals, Personal milestones, and Nationality and language.

Assessment

Assessment is continuous and is based on participation in class oral and aural activities, homework exercises and regular tests.

Multimedia

This exciting course has two major components.

Creating and making

Students will learn about contemporary and traditional forms of media. They will use contemporary equipment in order to produce photographs, audio-visuals and animations whilst editing their productions on current software. Traditional technology and techniques will be covered in the dark room. Students will also view and assess movies from the past. They will learn the aesthetics, styles and formats of a chosen medium and use media elements, techniques and conventions to explore the expressive potential of their medium. They apply production conventions and techniques to engage audiences and to achieve desired results.

Exploring and responding

Students will explore the physical properties and techniques of different media by researching issues, themes and concepts. Students plan scripts and storyboards that show detailed planning reflecting an understanding of the production capacities of their equipment and applications. They apply production conventions and techniques to engage audiences and to achieve desired results. Students prepare promotional material for their presentations.

They vary and adapt this material as appropriate for different media forms. They learn about critical approaches to the study of media texts and productions and learn how audiences participate in the construction of the meaning of media texts. Discussion and understanding is developed on consumerism and questionable reporting by the media.

The Multimedia course at Year 9 encourages students to experiment with:

- Function and technical operation of digital and traditional SLR cameras
- Process of taking, developing and printing black and white images
- Understanding and using computer software such as Adobe Photoshop and Illustrator
- Making, filming and editing of video and animations
- Use of flash digital animation
- Function of digital video cameras
- Editing software such as Final Cut Pro for both animation and video productions. Learning the world of Virtual Reality

Assessment

Students are given criteria that they use as a base for the completion of each task. These criteria will vary according to each task but will consist of the students being able to achieve the following outcomes:

- **Workbooks** – they will include the development and technical details of each project, annotation of ideas and documentation of processes.
- **Folio** – presentation of final resolved works.
- **Extended responses** – analyse and interpret research, content and structure of media by presentation and assignment including aesthetic qualities.

Music

Year 9 Music curriculum develops and refines skills acquired in Years 7 and 8. Students continue to develop a personal style and become more independent in their approach to creating and making, exploring and responding to music. Students continue to build their solo performance skills by continuing private tuition on their selected instrument. Specialised ensembles are created in class according to the skills and interests of the students (for e.g. string ensemble, jazz ensemble, woodwind ensemble). Music Theory and aural comprehension skills are extended using textbooks and workbooks, as well as practical experiences in sight-reading, imitation and improvisation.

Assessment

Assessment areas include: solo and ensemble performance, unprepared performance (imitation, improvisation), music technology/composition, aural comprehension and theory. All students complete an AMEB theory exam.

Physical Education – Sports Science

This Year 9 Sports Science unit aims to spark interest in future career paths by developing knowledge in sport science principles through a range of different modules. These include investigating the human body and its involvement in physical activity through science. The students look at how the skeletal and muscular systems interact during physical activity. Other modules include Sports Medicine which focuses on injury prevention through screening tests, performance enhancement and the use of illegal substances and nutrition for sport and exercise. Students will participate in practical lessons, group research assignments as well as individual learning activities.

- Students will engage in practical and theory classes to develop skills, and knowledge in conducting sport science research
- Basic first aid treatment including responding to an emergency situation
- Learning anatomical terminology and the structure and function of the skeletal and muscular systems
- Factors that contribute sports injuries including musculoskeletal training that athletes undergo
- The stages of learning and how each individual can best learn a new skill
- Illegal performance enhancing substances and athletes who have been banned from competing

Assessment

Assessment will include class tests, practical performance, research assignments and presentations.

Science – Forensic Science

Students will learn specific skills and techniques and apply them in problem solving fictional scenarios. They will apply principles from Chemistry, Biology, Physics and Mathematics to investigate and analyse real word issues with the aid of current technology. Students will also examine the limitations of scientific analysis when making inferences from practical work.

Specific skills will include:

- Distinguish between direct and physical evidence
- Distinguish between class and individual evidence
- Analysis of trace fibres, natural and synthetic
- Analysis and separation of mixtures by chromatography

- Analysis and separation of mixtures by gel electrophoresis
- Analysis of DNA
- Analysis of blood (properties and genetics) and blood splatter
- Analysis of forensic toxicology
- Analysis of bodily samples including fingerprints
- Analysis of soil samples

Science – Robotics and Technology

Students will be introduced to writing computer sequence code using Lego Mindstorm EV3 Robots. They will examine the differences in communication used when giving instructions to a human compared to a computer. They will investigate and problem solve the multitude of ways to program a robot to complete unique tasks and simulation objectives. Students will explore computational thinking to the application of coding skills and the use of robotic technology to help solve current human problems or environmental issues on earth and beyond.

Visual Communication and Design

This course has three exciting major components.

Style and design

This subject examines and responds to style and design in the amazing world around us. Visual literacy, aesthetic appreciation and technical principles of what we see lie at the core of this subject. From traditional to renowned contemporary fashion, to technical elements of design, students will learn about the importance of style and design in the production of what we see and how to reproduce these aesthetics well.

Creating and making

At this level, students will cover the fundamentals of Visual Communication and Design.

This will include:

- freehand drawing and rendering
- instrumental drawing; including three dimensional and perspective
- design elements and principles and the exciting variety of ways that they can be utilised.
- design in context from fashion, to interior design, to architecture, to pattern, to letterform, to the design process and creative responses and beyond.

Students will explore the wonderful world of style and design. They will examine successful approaches in design to connect, explore and extend their own concepts to develop a folio of work. Alongside being introduced to new techniques and skills, students will have the opportunity to extend existing skills and develop their own personal interests and style. They will learn about a design brief and how to apply the design process following the brief.

Exploring and responding

Students will examine successful style and design concepts. They will learn to analyse the use of elements and principles, to develop an understanding of how these may have contributed to the success of design works as well as build upon their knowledge of technical terminology. Skills in research and critiquing will be used for evaluating designs.

Learning focus

Perspective and technical drawing, tessellations, design principles, lettering and typography, graphic techniques, elements, systems and devices, word plays, symbols, pattern work and fashion illustration.

Assessment

Students will be given criteria that they use for the completion of each task.

- **Workbooks**– they will include the development of each project, annotation of ideas and documentation of processes.
- **The style and design folio** – a presentation of final resolved design projects.
- **Written responses** – students will analyse and interpret the content, structure and aesthetic qualities of works in terms of their style, design and production.