Junior Curriculum Guide 2022

Clontarf Beach
State High School

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CLONTARF BEACH STATE HIGH SCHOOL IS YOUR SCHOOL; PROVIDING PATHWAYS FOR YOUR CHILD'S FUTURE

Our curriculum structures are geared towards your child's future success. We aim to enable your child to engage in a course of study which has both a strong academic core and electives of their choice.

Our student pathways

At the core of Clontarf Beach State High School is the student pathways program. The student pathways program allows Year 7, 8 and 9 students to discover a range of pathways, while Year 10 students make informed decisions about their career pathways, and finally Year 11 and 12 students pursue their chosen career pathway.

YEARS 7, 8 & 9 CURRCIULUM

Clontarf Beach SHS provides opportunities for students to pursue individual pathways of excellence while ensuring that options are available for students to achieve success across the curriculum.

In years 7 & 8 students will study English, Maths, Science, Humanities, HPE and a range of electives including Food Studies, Production Design and Technology, French, MADD (the year 7 combined Arts) and in year 8 Music, Dance, Drama, Visual Art and Digital Technology.

In Year 9 students may choose subjects that complement their strengths and interests. Students will continue learning in key learning areas and are offered a range of electives. They will study English, Maths, Science, Humanities, HPE and Economics & Business. Student may also choose up to two electives of their own choice based on their strengths, interests and talents from French, Food Studies, Graphic Design, Engineering Technologies, Production Design and Technology, Drama, Art, Dance or Music.

POD CLASSES

Year 7: Setting high expectations and achieving the highest performance possible is our philosophy. Nurturing a strong community with a sense of belonging for students, parents and staff is the key to achieving our best results for all students. Our class POD is a proven structure for Year 7, 8 and 9 where students will have two main teachers for English/Humanities and Maths/Science. This structure ensures that your student is known to their teachers, individually monitored and with an individual learning plan devised to meet their needs.

Year 8: Students will be in new groupings and have specialist teachers for English, Mathematics, Humanities and Science. There will be separate English/Humanities and Mathematics/Science Extension and Horizon (support) classes.

CARE CLASS

At Clontarf Beach State High School our Care Program aims to support a high level of student learning, develop resilience, positive interactions and supportive relationships and rapport amongst students, teachers and parents/guardians. Through these close relationships students are encouraged, nurtured, valued and empowered with a sense of purpose and are productive global citizens. These strong relationships promote positive attitudes, facilitate learning, provide students with positive and authentic adult role models and connect students to the overall school community and culture.
There are four factors that are core components of the Care Program:

1. Promoting health and wellbeing and a sense of belonging
2. Building resilience
3. Promoting academic care
4. Developing social capital

CHOOSING WHAT TO STUDY IN YEAR 9

Some of the most important decisions you make at school are choosing subjects to take in Year 10, later leading to your selection of a course of study in Years 11 and 12.
These decisions are important since they may directly affect your success at school and how you feel about school. They may also impact on your career plans when you leave school.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects which:
• you enjoy
• you have enjoyed some success in
• will help you achieve your chosen career goals or keep your career options open
• will develop skills, knowledge and
attitudes useful throughout your life.

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

GUIDELINES

Keep your options open

At the moment you may not know exactly what you want to do when you finish school. This is normal at this stage of your life and means that it's important for you to explore many options.

It is wise to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue exploring your career options before making more specific decisions in the future.

Our school require that your study program include the following subject areas:
• English
• Mathematics
• Science
• Humanities

These study areas provide excellent foundation skills for both your future career and your life.
In addition, you will be able to choose from a range of electives that are designed to develop your interests and practical skills.

Think about career options

It is helpful to have some ideas about possible career choices, even though these ideas may change when you learn more about yourself and the world of work.

Clontarf Beach SHS runs a program to help you with career exploration – *Certificate II in Skills for Work and Vocational Pathways.*
You can also talk to your guidance officer or career adviser and check the following sources of information on careers:

• *myfuture* – national career information
service at http://www.myfuture.edu.au
• *Job Guide* – available in book form or
online at **http**s://www.education.**gov.au/job-guide**
• *Career Information Service* at
https://studentconnect.qcaa.**qld.edu.au**
• Job and careers planning – Department of Education, Training and the Arts' website at
http://www.trainandemploy.qld.gov.au

• other career information such as brochures from industry groups which show the various pathways to jobs in these industries
• Google the industry you're interested in on the Internet to find current information
• employers and other people who are working in the job you're interested in.

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with your guidance officer or career adviser.

Find out about the subjects or units of study offered by your school

It is important to find out as much as possible about the subjects offered at your school. The following ideas will help:
• read the subject descriptions provided by your school
• talk to the heads of department and subject teachers at your school
• talk to students who are already studying the subjects

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how it is taught and assessed. For example:
• does the subject mainly involve learning from a textbook?
• are there any field trips, practical work, or experiments?
• how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?
Your choice of subjects may affect your choice of a study program in Years 11 and 12. For example:
• it will be difficult in the future to take high end Mathematics without a strong background in Junior and Year 10 Mathematics
• Chemistry and Physics will be more manageable if good results are obtained in Junior and Year 10 Mathematics and Science
• Music and languages in the Senior years almost always require previous study in Junior and Year 10
• successful achievement in pre-requisite subjects in Year 10 may be required to enrol in particular Year 11 and 12 subjects first time in Year 11, although it is useful (but not essential) to have taken related studies in Junior or Year 10.

Make a decision about a combination of subjects or units that suit you

You are an individual, and your particular study needs and requirements may be quite different from those of other students.

This means that it is unwise to either take or avoid a subject because:
• someone told you that you will like or dislike it
• your friends are or are not taking it
• you like or dislike the teacher
• you have heard that "all the boys or girls take that subject or unit".

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort.

Also, if your career choices require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help

If you need more help, then ask for it. Talk to your parents, teachers, guidance officer or careers adviser.

Make use of the school subject selection process. Look at the resources suggested in this handout. You'll feel much more confident about your selection of a study program.

ENGLISH

The English curriculum provides opportunities for students to learn about language and to use it in a variety of contexts. Students individually and collaboratively interpret and construct texts by understanding and manipulating language elements and subject matter to position their audience. They reflect on their own and others' language choices to achieve particular purposes.
Different pathways are offered to students depending on their needs. These pathways are:

Core English **Extension English** **Essentials English**

Decisions about the appropriate pathways for students are made by teachers in consultation with parents.

Year 7: In Year 7 English students study persuasive texts, short stories, novels, documentaries and poetic texts. They create a range of texts, both written and spoken, culminating in a Documentary in Term 4. Each unit incorporates spelling practice, reading comprehension, vocabulary knowledge and writing. Students will undertake exams and assignments (both written and oral presentations).

Year 8: In Year 8 English students study a variety of units on topics including Victorian literature, novels, narrative writing and speaking tasks. They also explore media and film in class, learning how authors create texts to fulfil a range of purposes. Each unit incorporates spelling practice, reading comprehension, vocabulary knowledge and writing. Students will undertake exams and assignments (both written and oral presentations).

Year 9: In Year 9 English the focus begins on consolidating Literacy skills: reading comprehension, writing narrative and persuasive texts, spelling and grammar and punctuation. Students study a range of texts: novels, short story anthologies, war poetry and feature film. They will have exam and assignment (written and oral) assessments.

MATHEMATICS

Mathematics is a way of thinking, reasoning and working that is used to develop solutions to both abstract and practical problems. Our courses, based on the Australian Curriculum, are designed to enhance student knowledge and understanding of mathematical concepts by developing fluency in processes and proficient reasoning skills. The mathematical content strands include number and algebra, measurement and geometry, and statistics and probability. We also develop the numeracy capabilities students will require in personal, work and civic life. Our aim is to foster confident, creative users and communicators of mathematics.

Year 7: Within our POD structure, students will study Mathematics through one of our available platforms: Essential Mathematics, Core Mathematics or Extension Mathematics; based on their demonstrated ability across core learning areas. Each of these courses has multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom, ranging from operations with numbers, probability, geometry and shape through to geometric and algebraic reasoning.

Year 8 & 9: Students will study Mathematics through one of our available platforms: Essential Mathematics, Core Mathematics or Extension Mathematics; based on their demonstrated numerical and mathematical ability. These programs provide a platform from which students can move into our senior Mathematics curriculum as confident learners able to recognise connections between the areas of mathematics. These areas include number systems, financial mathematics, algebraic thinking, statistics, measurement, trigonometry, linear relationships and geometric reasoning.

SCIENCE

In science, students use their scientific knowledge, curiosity and intuition to test and confirm their understanding, and to investigate the world. The study of science is a way of thinking about, working with and applying scientific knowledge to make responsible and informed decisions about real world issues.

Year 7: Throughout the year students will study; how the sun and moon affect life on Earth; the water cycle; classifying plants and animals and the interaction with the environment; simple forces and machines. Students will have hands on experience with water separation techniques as well as data collection and analysis. The school kayaks are used to demonstrate forces in action which is always a highlight of the course. Students will also have an opportunity to build a simple machine and scientifically test their design.

Year 8: Throughout the year, students will compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances eg, solid liquid and gases. Students will be able to identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. Comparisons of processes of rock formation, including the time scales involved will be made with a field trip to the local foreshore. Students will look at the relationship between structure and function of cells, organs and body system levels of the reproductive system and with the use microscopes they will identify cell structures.

Year 9: Throughout the year, students will study chemical processes and natural radioactivity in terms of atoms and energy transfers. They will be able to describe and give examples of important chemical reactions. Students will study global features and events in terms of geological processes and timescales; such as Earthquakes and volcanoes. They will look at the function of biological systems and their responses to external changes. The dissection practicals in this unit are always very interesting for the students. Students also begin to apply their understanding of energy and forces to global systems such as continental movement.

HUMANITIES

Year 7 – Humanities (Compulsory Subject – 1 semester)

This subject is studied for 1 Semester and consists of a History unit that investigates archaeology basics through earliest human groups to the end of the ancient period. This study will look at a particular ancient society and will include the discoveries and mysteries of this civilisation. The following Geography unit is based on place and liveability and focuses on creating a sustainable and liveable city

Year 8 – History (Compulsory Subject – 2 Semesters)

The year 8 History curriculum provides students with a study from the end of the ancient period to the beginning of the modern period. The first unit focuses on medieval life and the features, roles and relationships of different groups within this society. The next history unit investigates the theories about the origin and spread of Polynesian settlers through the pacific. The year 8 Geography curriculum focuses on a study of landscapes and the landforms that examines the processes that shape landforms and the management of these landscapes. Lastly, students will explore Civics and Citizenships with a focus on Government democracy, laws, diversity and identity and being an informed and active citizen.

Year 9 – Humanities (Compulsory Subject – 2 Semesters)

The year 9 course will introduce students to the history of Modern society, Geography and the study of Civics and Citizenships. This providing students with opportunities to investigate political and legal systems as well as exploring the nature of diversity and identity in contemporary society. Importantly, students will be introduced to the study of Geography through human and natural characteristics of places and the interactions between them. Year 9 Humanities consists of topics such as Industrial Revolution, Word War I, interconnections with others. These topics enable students to become informed citizens, understand the characteristics of the places that make up our world today.

HEALTH AND PHYSICAL EDUCATION

Year 7 (Compulsory):

Health and Physical Education is a comprehensive and practical subject which meets the needs of individual communities and the students living in them. This subject is run for two terms. Students will participate in theory (one lesson per week) and practical components (two lessons per week) of the course. Students will learn a variety of team and individual sports including various modified games and athletics activities. They engage in interactive lessons about approaching adolescence (physical, emotional, mental and social health) as well as Nutrition, with a focus on "Making Healthy Choices." HPE is a fantastic subject for students as it builds leadership, resilience and confidence as well as how to lead a healthy lifestyle.

Year 8 (Compulsory):

Health and Physical Education is a comprehensive and practical subject which meets the needs of individual communities and the students living in them. This subject is run for two terms. Students will participate in theory (one lesson per week) and practical components (two lessons per week) of the course. Students will learn a variety of team and individual sports including various striking, net / court and invasion games, as well as aquatic activities and sun safety at the pool. They will engage in interactive lessons about taking risks and applying First Aid, as well as focusing on safe relationships (looking at physical, emotional, mental and social health and its impact on dealings with others).

Year 9 (Compulsory):

Health and Physical Education is a comprehensive and practical subject which meets the needs of individual communities and the students living in them. This subject is run for THREE terms. Students undertaking HPE will participate in theoretical (one lesson per week) and practical components (two lessons per week) of the course. Students will learn a variety of team and individual sporting activities including touch football, volleyball, athletics, fitness testing, soccer, basketball and speedball. They will engage in interactive lessons about physical activity in the community, Sexually Transmitted Infections and Mental health. Students also attend a camp which is extremely beneficial to completing assessment as well as enhancing their understanding of the subject. The camp costs approximately $280 and allows students the opportunity to try sporting activities that they may not have had the chance to before.

HPS – Football Development Program (Soccer and Futsal)
HPR – Rugby Development Program (League and Union)
HPN – Netball Development Program (Outdoor and Indoor)

Year 7, 8 and 9:

The Development Programs are comprehensive programs specialising in Soccer and Futsal, League and Union or Outdoor and Indoor Netball. Students will have the opportunity to develop their skills and learn all facets of the sports. This subject runs for two terms in year 7 and 8 and for 3 terms in year 9.

Development subjects will provide students with a challenging and positive environment within their specialised sport. The students will have access to quality coaching and competition opportunities. Students will undergo two practical lesson and one theory lesson each week. The theory component covers the same content as the core HPE classes, but with an emphasis on the specific sport.
If students do not maintain the standard required for this course, they will be removed from this specialist area. Students can elect to do these courses, but acceptance is based on their skill, behaviour and attitude.

Participation in this subject could incur further costs as teams are entered into various local competitions. While most of these costs are covered as part of the school's SRS scheme, there are additional fees/costs such as registration fees, transport costs and uniform replacement costs that must be covered.

BUSINESS

Year 9 Business – elective

The Business subject focuses on financial literacy. Students will learn the basics of financial literacy and explain why and how people manage financial risks and rewards in the current Australian landscape. This subject will also examine the roles and responsibilities of participants in the changing Australian workplace.

DIGITAL TECHNOLOGY

Year 8 Digital Technology – (1 term only – compulsory)

All year 8 students will participate in a Digital Technology subject for one term. Students will learn *Python* to explore the process and techniques required in coding to take a concept through to production. Basic programming skills and using algorithms will assist students with learning the foundations of networks, digital technology functions and how the specifications affect performance. Students will analyse and visualise data using a range of industry level software to produce solutions to real-world problems.

Year 9 Digital Technology Studies (Elective)

The Digital Technology Studies course is based on the ACARA Digital Technology Syllabus which will see students design and evaluate user experiences and algorithms using different software programs that reflect the relationships of real-world data and data entities, taking into account of privacy and security requirements when selecting and validating data. They will share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects. This will be explored through coding and robotics, user design programs, 3D printing, laser cutting and the development and refinement of prototypes. The course will enhance students' knowledge for studies in Year 10 Digital Technology and Industrial Graphical Skills and Information & Communication Technology subjects in Year 11 and 12.

Students will have access to the industry standard computer graphic programs for the majority of the course. Some of the course is computer based, the remainder is sketching, prototyping and design oriented work. Upon completion, students will have the knowledge and understanding to succeed in Senior Subjects in this field – Industrial Graphical Skills and Information & Communication Technology.

Students selecting Digital Technology are strongly advised to have their own BYOX device which meets the school specifications. Failure to have regular access to a BYOX device may affect overall learning experiences and assessment completion.

DESIGN TECHNOLOGIES

Food, Fashion and Design

Student Resource Scheme (SRS) fees cover ingredients and materials which the school provides.
Students must wear shoes with substantial uppers, canvas shoes are not permitted for safety reasons.

Year 7: (5 weeks of study)

Unit: Sewing for Sleep
Students are to investigate the fabrics and methods of embellishment suitable for bed linen for a teenager. Students design and make an item suitable for use as bed linen, ie. pillowcase. To develop basic knowledge and understanding of the production process and ways to enhance the appearance. Item to be constructed through the development of knowledge and skill in textile equipment, pattern use, fabric layout, construction, finishing techniques and labelling expectations.

Year 8: (5 weeks of study)

Unit: Ready, Steady Cook!
Students study the various food groups: fruit, vegetables, breads & cereals, dairy products, meat and alternatives, fats & oils. Each week they prepare dishes that involve increasing the health and nutrition of standard recipes by adding food from these different groups. Food safety in the kitchen and cleaning procedures are also covered.

Year 9: (Elective)

Basic nutritional knowledge, food science and cooking concepts are key for students to understand how to correctly nourish their bodies. Textiles design with a sustainable focus is crucial for students to reduce their environmental footprint. Food Fashion and Design offers students the opportunity to develop knowledge, processes, skills and attitudes necessary for making informed decisions about their consumption, health and wellbeing.

Units: 2 x of the following units are studied per semester
Cultural Food Fusion – Designing healthy foods for adolescents by blending different food cultures
Purposeful, Playful Plushies – Students design, construct and evaluate a safe soft toy
Textile Sustainability – Designing and constructing a functional, food safe, reusable food package
Event Planning – Plan, prepare and present an event that serves sweet and savoury finger food and beverages.

On completion, students will have the knowledge and understanding to succeed in Senior Subjects in this field: Hospitality Practices, Early Childhood & Fashion.

Production Design and Technology –Year 7 & 8

Student Resource Scheme (SRS) fees cover ingredients which the school provides.
Students must wear shoes with substantial uppers, canvas shoes are not permitted for safety reasons.

Year 7: (5 weeks of study)
Unit – Working with Wood:
Students will be working with industrial equipment and learn about workshop safety and use. Students shall use typical woodworking tools & processes to make a timber product. Students are to follow the provided drawing and correctly mark out a toy wooden train using marking gauges, Warrington/claw hammers, Tenon saw and Pedestal drill press to manufacture the required project. Students will also use graphic design aspects to enhance the visual appeal of their products.

Year 8: (5 weeks of study)
Unit – Fabrication in the Workshop:
Students will further their workshop skills by working with a variety of materials from metal and acrylic to design and make 3D Coasters using AUTOCAD drawing software. Students are introduced to a wider range of workshop tools and are introduced to laser cutter technologies.

Production Design and Technology – (Elective)

Year 9 (Elective)
Production Design and Technology is designed for students to experience a wide variety of topics such as furnishing, engineering, electronics, prototyping with laser cutter and 3D printer technologies. This subject has a strong focus on technology and its use in society, and all units of work are designed so that students experience current technology trends.

Units: 2 x of the following units are studied per semester
Passive Phone Speaker – Designing improved sound solutions for mobile phone devices
Assistive Scribe Tool – Students design, construct and evaluate a scribe suitable for persons with a physical disability working in the metalwork industry
Board Game – Designing and constructing a functional travel board game
Metal Carry All – Students design, construct and evaluate a metal toll carry all suitable for persons working in the metalwork industry

Students will cover designing, product manufacture with metal, wood and plastics along with computer aided drawing within this course. On completion, students will have the knowledge and understanding to succeed in Senior Subjects in this field. – Engineering Skills, Furnishing Skills, and Industrial Graphical Skills.

LANGUAGES

French

Year 7: (one semester)
Unit 1: Welcome to the French language and classroom. Students are exposed to a range of classroom expressions, using the AIM sign language system, to which they quickly learn to respond. By responding to questions, and posing their own, their language learning becomes contextual and "real". Using songs and rhymes, they will also learn how to use the French alphabet to write and spell in French. Some foundational work also be done, where students will learn the names of classrooms items, colours and prepositions.
Unit 2: Food and drink. Students will be able to order food and drink and talk about their likes and dislikes. This will involve vocabulary acquisition as well as mastery of some basic grammatical concepts. Students will also experience some French food and learn about conventions of eating out.

Year 8: (one semester of study)
Unit 1: My family and me – Building on the knowledge from Year 7, students study texts, which discuss different family compositions. Using acquired vocabulary and grammatical structures, they compose their own extended text about their own family.
Unit 2: School life – Students will be able to exchange information about school and express opinions about subjects. They will further develop their reading skills, and start to be able to ask detailed questions of others in new contexts.

Year 9: (Elective) Each unit runs for one term

- Unit 1: My house and where I live – Students will be able to describe the location, features and contents of a house and compare housing in Australia and France. They will be able to communicate in several tenses and talk about their dream house.
- Unit 2: About town – Building on from Unit 1, students will learn about some of the most common verbs in French and how to use them accurately to describe leisure activities. Students will continue to explore different tenses and be able to talk about past as well as future commitments. They will also continue to expand their knowledge of French culture, including aspects of the French sporting and literary calendars.
- Unit 3: Shopping for food and clothes – Students will focus on more irregular adjectives when describing clothing and revise those done in year 7 and year 8. They will also look at quantities and prices and communicate more comprehensibly asking and answering questions in shopping role-plays. Students will start to analyse longer texts and be able to give different perspectives on current issues.
- Unit 4: Le Petit Nicholas – This unit is a culminating unit for the year's work, where students study short stories from René Goscinny's classic series, 'Le Petit Nicolas'. The short stories, still read and enjoyed by school age French children, allow the students to synthesise what they have been studying throughout the year, and apply the knowledge they have gained of the present, imperfect, and perfect tenses. The films also allow students to appreciate the French language, whilst affording them an insight into the cultural context of the time in which the stories were written. There are also plenty of opportunities for deduction of unknown language, and opportunities to appreciate the subtlety of the language in preparation for year 10.

THE ARTS

Year 7 Music, Art, Dance and Drama

This subject provides students with an experience of what the Arts at Clontarf Beach State High School has to offer. Students will experience the fundamentals of each of these subjects providing them with an understanding of what skills and knowledge they will encounter in the discreet Arts areas of year 8. A large part of this subject is also teaching students how to work in groups, how to think creatively, and how to confidently present to their peers.

Music

Year 8:
This is a 5 week course where students have the opportunity to explore the artistic area of Music. Students will learn about the elements of music through listening and practical activities. They will participate in a variety of experiences which include learning the keyboard/piano, guitar, ukulele. Students will also listen to a variety of music, focusing on pop repertoire as well as furthering their knowledge of music terms and theory. This is a fun and highly practical course.

Year 9: (Elective)
Music is an opportunity for students to continue to develop their knowledge, skill and love of Music. In this course, students will have opportunity to study a wide range of unit topics including popular music styles. Students will continue to build and extend their musical abilities in the areas of Composition, Performance and Musicology as well as having opportunity to focus and share with others the areas of music that they are passionate about!

Visual Art

Year 8:
Students actively participate in a range of interesting but challenging learning experiences. They build on a foundation of knowledge of art elements, engage in a variety of art processes and experience all the fun of producing creations through painting, drawing, sculpting/modelling and design.

Year 9: (Elective)
Students continue to build on their understanding of art history and practical skills. Students examine the works of 'greats'. They look at the history of Celtic Illumination and create their own artwork.
Students have fun exploring the art movements and style of Impressionism, Post-Impressionism and Expressionism.

Dance

Year 8:
Students of year 8 Dance participate in practical based lessons for a period of 5 weeks within the Arts rotation groups. Within this time they are introduced to different dance styles such as Australian Bush-dancing, Jazz/Hip Hop, Contemporary, Musical Theatre, Acrobatics and Cultural Dance. Students also have the opportunity to choreograph small sections of movement within these dance styles.

Year 9: (Elective)
Students of year 9 Dance undertake intensive practical units in the genres of Contemporary, Ballet and Jazz dance. They also examine historical and cultural aspects of dance by looking at popular (or youth) dance from the 1920s to today and examine their own and others' cultural dances by combining cultural and contemporary styles. Students of year 9 Dance are required to wear the CBSHS dance uniform for all practical lessons.

Drama

Year 8:

This is a 5 week course which introduces students to the elements of drama. Students will learn about the art of performing, the use of space and will even get to perform a short scene from a play. Students will start to learn the elements of drama and take part in activities which will help them understand these elements. Learning how to effectively work in groups will also be a focus of the 5 week course.

Year 9: (Elective)

In first semester's units, students will learn about physical forms of comedy – clowning, mime & slapstick. They will be introduced the various techniques of comedy as well as explore a range of physical activities in order to develop their stage presence and performance capabilities. They will also learn about the theatrical style of Magical Realism and some of its stylistic conventions through performance skills and scripting.

In second semester's units, students will develop their skills in practical improvisation. They will explore a range of techniques within theatre sports' practices. Furthermore, students will engage with live theatre to develop skills in appreciation and responding, developing skills in critique. Finally, students will then apply a range of skills in performance and stage management in a culminating end of year production.