ALL SAINTS' COLLEGE
Maitland

Christus Inspirati

Year 7
Curriculum Handbook

Dear Parents and Students in Year 7,

This booklet contains general information relating to all courses, details regarding assessment in each subject and a sample of forms to be completed if Assessment Tasks are late or students are absent for an Assessment Task. If you have any questions about assessment procedures throughout the year, please ask your subject teacher, the relevant Leader of Learning for the subject or the Assistant Principal – Learning.

The Leaders of Learning or Assistant Leader of Learning for each subject area are:

KLA	Leader of Learning	Assistant Leader of Learning
Religious Studies	Mrs Scott	Ms Pantaleo
Creative Arts	Mrs Frize	Mrs Gibson
English	Ms Nowalinski	Mr Neeson
Mathematics	Mrs Daley	Dr Belcher
Science	Mrs Rainima	Mrs Berman / Ms Tully
HSIE	Mr Hopson	Miss Payne
PDHPE	Mr Whereat	Mrs Stock
TAS	Mr Koen	Mr Rolfe
Diverse Learning	Mr Whiting	Mrs Bertram

Mrs Abela can assist with Learning Technology.

The purpose of providing you with this booklet is to assist you in preparing for each of your assessment tasks to the best of your ability. Please note that each subject is continuously assessing all classwork and homework tasks throughout the semester and there will not be a formal assessment schedule. A tasks common to all classes will be set for moderation purposes.

Yours sincerely,

Sharon Hibbert

Assistant Principal - Learning

Glossary of Terms

Using the Glossary will help students understand what is expected in response to assessment tasks

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Assessment Procedures

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, assessment as learning and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

Assessment for learning (sometimes referred to as *formative assessment)* involves teachers using evidence about student's knowledge, understanding and skills to inform their teaching. *Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. *Assessment of learning* (sometimes referred to as *summative assessment)* assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Advice on Assessment, NSW Education Standards Authority.

Evidence of achievement is based on assessment as learning, assessment for learning during the teaching and learning cycle and/or assessment of learning activities. Ongoing assessment may take the form of observations, questioning, class-based tasks and work samples. Planned assessment is a formal task given across the course specifically designed to assess achievement at a particular point in time.

At key times throughout the year, teachers use their professional judgement from evidence collected during *assessment for learning*, *assessment as learning* and *assessment of learning* to inform parents and students of their progress.

Submission of Planned Tasks

Hand-in tasks are to be submitted on the due date. Hand-in tasks are to be handed personally to the class teacher who will keep a record that the task has been submitted. ***It is each student's responsibility to submit all tasks on time.***

If a task requires a personal presentation, e.g. performance, speech, seminar etc., the whole task is considered due on the *first day of presentations at the specified time (if stated).*

Digital/electronic submission is the responsibility of the student to ensure they submit by the due date and time (if specified). They are strongly advised to keep a copy of their work and not to leave their submission to the last minute in case of a technical issue.

Non-Submission of a Task

If a student does not hand in a task, the teacher and/or relevant Leader of Learning will contact parents/caregivers and an alternative arrangement will be made to complete the task.

Illness or Misadventure on the day of a task

If a student is unable to attend school on the day a task is due, they must submit/complete the task on the first day they return (regardless of whether a lesson is timetabled for that day or not), unless an extension has been granted by the subject teacher and Leader of Learning.

- Illness – unexpected illness on the day of a task
- Misadventure – an unforeseen event on or immediately prior to the due date that prevents

the student from completing the task on time.

Known absences do not constitute illness or misadventure; nor are grounds for an extension of time.

If a student is on a school-based activity/excursion when a hand in task is due to be submitted, they are still required to submit the task on or prior to the due date. If a student is on a school-based activity/excursion when an in-class task is completed, they are required to complete the task either prior to going or on the next available day at the discretion of the Leader of Learning.

Penalties for Late Submission

While there are no penalties for late submission, Year 7 are expected to complete set tasks/assessments which may include spending break time so they can access assistance.

Unacceptable Behaviour

If students are continually misbehaving or disturbing others or found to be cheating in a class test or formal examination, in consultation with the Leader of Learning & Assistant Principal – Learning, they will be awarded a **ZERO mark/no grade** and parents will be notified. Plagiarism is also considered malpractice and may result in the task needed to be resubmitted.

Appeals against a School Result

If a student wishes to appeal against the result of a Task, within **3 school days** of receiving the result, the student needs to:

- Discuss the result with their classroom teacher and if no agreement can be reached,
- The student may submit a written appeal together with evidence to the relevant Leader of Learning.

The Common Grade Scale

All Saints' College maps student work and evidence of learning against the Common Grade Scale. This can be found at: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale

Each subject develops tasks based on Stage outcomes and a variety of evidence is used during the reporting process. Students should use the feedback given to continuously work on areas identified for improvement and practice areas they are doing well at.

A	The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a **thorough** knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a **sound** knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a **basic** knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an **elementary** knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Plagiarism

Plagiarism is the use of another's ideas, words, theories, research findings, artworks or music without proper referencing. Plagiarism from the internet or any other information source is not acceptable.

If there are any doubts about plagiarism, students are advised to consult with the class teacher. It is recommended you develop your literacy skills and write answers using your language and style.

Plagiarism occurs when:

- part or all of another student's work or ideas are copied
- there is deliberate deception by inventing references or not acknowledging passages that are direct quotes from another author
- there is a total lack of or insufficient referencing
- ideas and information are paraphrased but are not referenced
- using AI in any form to complete the work

You are NOT to copy or copy and paste any other people's work.

How is plagiarism detected?

- It is easier to detect plagiarism than many people think. Sometimes it's obvious:
- through lack of citation
- through lack of bibliographic depth
- through changes in the tone of writing
- if you've never written like this before

If assessment tasks are very different in quality from supervised work Teachers *may:*

- check your reference list
- search online for suspected plagiarism
- ask questions about your research to confirm that you have the indicated level of knowledge.
- ask students to submit early drafts and process diaries to support a final product

Examples of Plagiarism:

You compile a research assignment by copying and pasting numerous sections of your assignment from different web sources. Because this is a 'new' piece of work, you don't see it as plagiarism as you have found the information and made informed selections from it.

To assist you in not plagiarising you may be required to complete a bibliography for each research task to acknowledge the resources you used.

Referencing

<u>What is referencing?</u>

Referencing allows you to acknowledge the work of others you use when completing an assignment. You need to cite your information sources when you directly quote the words or ideas of someone else. This is known as an *in-text citation*. If you include in-text citations in your assignment you need to include a *reference* list at the end of your assignment. A *bibliography* is another form of referencing. It is a list of not only the sources cited in your assignment but also any other material you may have read or viewed when completing your research task.

<u>How do I reference?</u>

When you reference it is important to follow a particular referencing style or method so that your teacher can easily interpret where you found your information. At All Saints College, students use the *American Psychological Association* **(APA)** method. This method has guidelines for all types of information formats, including books, websites, maps, encyclopedias, teacher's notes, etc. For example, see below the APA method for referencing a single-author book:

Quoting in the body of your work:

Format: **(Author's Last Name, Year of publication, Page number)**
Australia is in "the top three nations for critically endangered animals" (Pearson, 2021, p.34).

Bibliographies are written in alphabetical order according to the author's last name:

Format: **Author's Last Name, Initials. (Year of publication). Title of work. Publisher.**
Pearson, E. (2021). *Saving Australia's Endangered Animals*. Oxford Press.

<u>Using a referencing generator to create your bibliography.</u>

All students have **free access** to the *SLASA* referencing generator via the Junior Campus Library homepage: (**Compass/** ⭐ **Favourites/Library**):

https://mncatholic.softlinkhosting.com.au/oliver/home/news

For any assistance with this referencing generator, please see Library staff members.

Online Referencing Generator

APA Referencing: Author-date system as outlined in the American Psychological Association *Publication Manual*, 7th ed.

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Junior Level
- Basic selection of sources.
- Reference list examples.
- Guide on how to create a reference list.
- Example of a reference list.

Let's begin ❯

Middle School Level
- Wide range of source examples.
- Rollover function describing elements of a reference.
- Reference list examples.
- Guide for setting out a reference list.
- Sample reference list.
- Reference list compared to a bibliography.

Let's begin ❯

Senior Level
- Comprehensive range of sources.
- Rollover function describing elements of a reference.
- In-text citation examples.
- Notes for tricky citations.
- Reference list examples.
- Guide for setting out a reference list.
- Difference between a bibliography and a reference list.

Let's begin ❯

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The Middle School Level is recommended for Year 7 students, but you can access the Senior Level to find the appropriate forms for your information sources. For example, the form for referencing teachers' notes is found at the Senior Level.

Additional information if you wish to add it:

To create references, simply select the appropriate information source format from the lists provided and fill in the given form with the details of your source. Click on the *Create* button, then *select, copy,* and *paste* the reference into your bibliography.

Book with one author

Reference list example

Shuckburg, E. (2014). *Polar scientist*. Raintree.

Fill in the following fields. Use the examples given as a guide.

Author's last name
Shuckburg

Author's initials
E

Year of publication
2014

Title
Polar scientist

Publisher
Raintree

Create Reference

The referencing generator icon is

Home Learning Organiser

Set aside time each night, Monday to Friday, for the following tasks. It will help if you make it at the same time every day. During this time, you will only do school tasks so make sure that it fits in with everything else in your life. Complete the following tasks in order.

Check your notes and work from today

- Read what you have written
- Paste in any sheets
- Complete any unfinished questions or activities
- Underline the headings
- Put an * next to anything that do not understand

(10 - 15 minutes in total)

Homework

- Complete tasks set by your teacher for that night. Do it in the order it was given eg. Period 1 work before Period 4.
- Take time to work as accurately as possible.
- Attempt all questions. This means you will have something to discuss with your teachers for those questions you have difficulty with.

Assignments

- Keep your diary up to date or your Assessment Calendar.
- Divide your assignments into workable "chunks". Your teachers will show you how to do
  it when the assignment is given.
- Be realistic about how much you can do at any one time.

Revision

- Read through all the notes and exercises for the Unit of Work that you are currently studying
- Write out formulas, key words and definitions
- Copy important diagrams
- Try doing some questions and activities a second time, especially those that you got wrong or had difficulty with.

Reading

- Children should make a habit of reading both fiction and non-fiction books to develop their general literacy skills. This helps them across all subjects to access the curriculum.
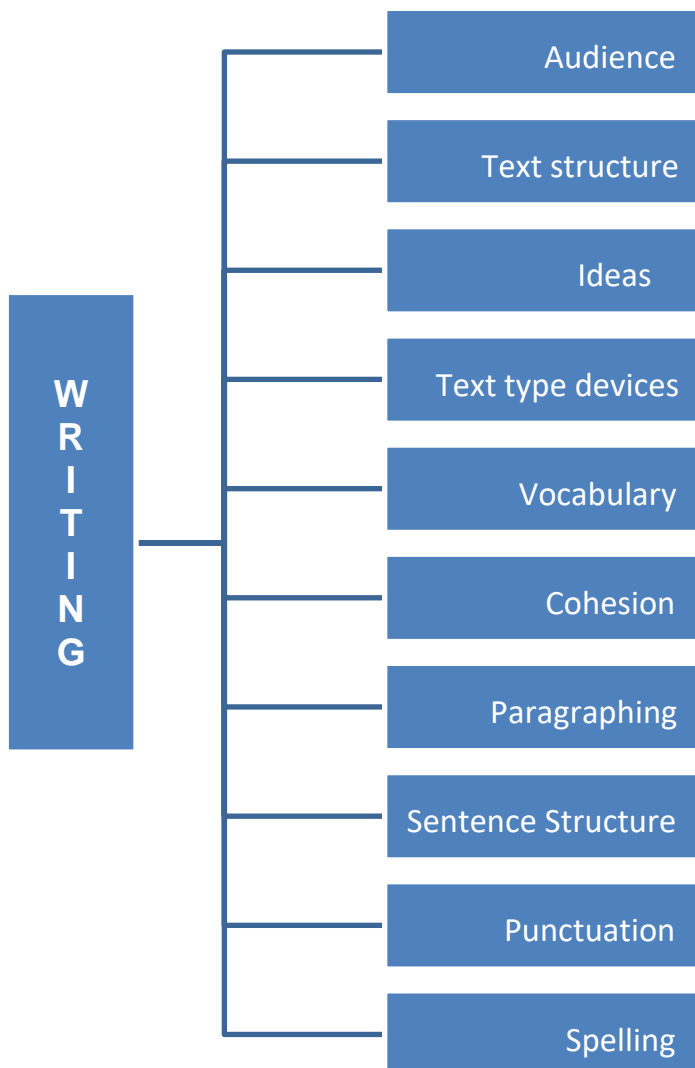
Literacy

Literacy knowledge and skills are essential foundations for learning, educational attainment, personal enrichment, social interaction and future employment. Literate students better understand and negotiate their world and can actively participate in all aspects of society as ethical and informed citizens.

At All Saints' College, we have identified writing as a literacy domain that we wish to develop for our students. All subjects will focus students on the core writing skills across KLAs and identify areas where students need further support or enrichment.

Our focus in these lessons is on student learning and student growth. Students will receive specific feedback from teachers relating to targeted literacy skills. This feedback will inform students of what they are doing well and identify areas for improvement. Students will then be assisted to create their own 'Writing Action Plan' which they will be able to use as a personalised guide to work towards their own improvement in writing.

Development in writing will be addressed using the following criteria;

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WRITING
    ├── Audience
    ├── Text structure
    ├── Ideas
    ├── Text type devices
    ├── Vocabulary
    ├── Cohesion
    ├── Paragraphing
    ├── Sentence Structure
    ├── Punctuation
    └── Spelling
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Religious Studies

Overview

Our Religious Studies classrooms provide a holistic approach that honours all learners irrespective of faith stance or religious identity, while creating a space which is shaped by a Catholic understanding. We aim to develop student knowledge and understanding of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society.

Religious Studies expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others and engagement in the Church and the world.

> *"Education is not about knowing things or taking lessons but about being able to use three lingos: those of the head, the heart, and the hands...learning so that you can think about what you feel and do, can feel what you think and do, and can do what you feel and think. Unity within a person."* (Pope Francis 2017)

Sequence of Units
Year 7 2024 are working with the Pedagogy of Encounter framework. We endeavour to encounter the mystery of God through a framework where students are invited to do more than just learn facts or content about the topics being studied; it invites them to reflect on the meaning that those facts have for them and to attend to the significance of that meaning for their way of being in the world.

- Faith Story Witness
- Sacred Story
- Faith in Practice
- Encountering Jesus

Planned Assessment
In Year 7 Religious Studies students are required to complete a number of formative assessment tasks. This ongoing assessment provides opportunities for students to demonstrate their level of achievement.

Supplementary Information

In addition to the teaching and learning in the Religious Studies classroom: **exercise book, student's device** and **OneNote Religious Studies Folder** are crucial in the organisation of student work and the need to create **a sense of stillness and reflection** through a variety of activities.

English

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Sequence of Units/Skills/Topics

Unit	Focus Areas
First Voices: Drama text and Poetry	Reading, viewing and listening to texts, Understanding and responding to texts A, Understanding and responding to texts B, Expressing ideas and composing texts A
Tension and Conflict: Extended prose	Reading, viewing and listening to texts, Understanding and responding to texts A, Understanding and responding to texts B, Understanding and responding to texts C, Expressing ideas and composing texts A
The Hero's Journey: Short Prose and Film	Reading, viewing and listening to texts, Understanding and responding to texts A, Understanding and responding to texts B, Understanding and responding to texts C, Expressing ideas and composing texts A, Expressing ideas and composing texts B
Who is a hero anyway?: Nonfiction and digital texts	Reading, viewing and listening to texts, Understanding and responding to texts A, Understanding and responding to texts B, Expressing ideas and composing texts A

Supplementary Information
Public Speaking and **Debating** are offered as an optional activity, All Saints College competes

successfully in a number of external competitions.

HSIE

Overview

The Stage 4 History curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, and China.

The study of Geography enables students to become active, responsible, and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work, and everyday life.

In Stage 4 students are required to complete 100 hours of History and 100 hours of Geography in the Human Society and Its Environment (HSIE) Key Learning Area (KLA).

Sequence of Units/Skills/Topics

In Year 7 students will cover the following units of work:

History (Semester 1)
- Depth Study 1: Investigating the Ancient Past
- Depth Study 2: The Mediterranean World
- Depth Study 3: The Asian World

Geography (Semester 2)

- Landscapes and Landforms

- Place and Liveability

Planned Assessment

Throughout the study of this course, students are required to complete a number of formative assessment tasks. These tasks are completed by all Year 7 students and provide opportunities for students to demonstrate their level of achievement.

Supplementary Information

It is a NSW Education Standards Authority (NESA) requirement that all students complete a site study in Stage 4. This site study will be completed by all students studying Year 7 History this year.

Students in Year 7 Geography will be involved in fieldwork activities within the grounds of the junior campus as well as sites within walking distance of the junior campus.

Mathematics

Overview

Year 7 follows the Stage 4 Mathematics syllabus and topics covered in 2023 are as below:

- Angle Relationships
- Computation with Positive and Negative Integers
- Understanding Fractions, Decimals and Percentages
- Probability
- Algebraic Techniques
- Computation with Decimals and Fractions
- Length, Perimeter and Area
- Equations
- Time

Planned Assessment

T
eachers will be assessing your understanding of the Year 8 Mathematics curriculum before, during and after each topic. They may use DIRT (Directed, Improvement and Reflection Time) tasks, as well as other shorter check in tasks to support you to reflect on your learning, identify gaps in your and re-teach necessary concepts before moving on to the Year 8 curriculum. It is important to put your best effort into these tasks and look at the results carefully. Keeping these tasks in your portfolio is also great for revision. Teachers will provide re-teach opportunities directly after the formative tasks.

How can I monitor my progress in Mathematics?
- Keeping your portfolio with I Can statements, DIRT tasks and other tasks helps you reflect on your progress in Mathematics
- Take notice of the task feedback given by your teacher.
- Seek further feedback form your teacher when you are getting incorrect answers – make sure you understand *why* the answer is incorrect and *how* to do the correct working
- Check answers from the textbook and other set work on your OneNote page.

Where can I get support in Mathematics?
- Talk to your peers, teacher and other Mathematics teachers
- Email or speak with the Leader of Learning Mathematics
- Visit Maths Home Learning Support and get support from Mathematics teacher with homework, assessments or any Mathematics learning (second lunch break Tuesdays and Fridays – BU1)
- Use your online subscription (CambridgeGO) to watch videos or do extra practice from your textbook or OneNote.

How can I set myself up for success in Mathematics?
- Come to class prepared – every lesson you will need a pen, pencil, ruler, exercise book, charged device and calculator
- Complete unfinished class tasks at home and extra practice wherever possible.
- Seek support when concepts are difficult, ask for a challenge when tasks feel easy.
- Utilise supports – MHLS, teachers and online learning subscriptions

Prepare for assessment tasks by making summary sheets and doing extra revision.

Music

Overview

"Children who study music excel in every other area…..mathematical and language skills, and the

like, develop faster and at a greater rate of comprehension."

RICHARD GILL, SYDNEY MORNING *HERALD 3 MAY 2005*

All students should have the opportunity to develop their musical abilities and potential. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. Music can develop the personal, social and academic growth of a student. It is a medium of personal expression and enables the sharing of ideas, feelings and experiences.

Sequence of Units/Skills/Topics

- *"What is Music? The Concepts of Music"*

  Students learn about the Concepts of Music through a range of repertoire with a focus on Australian Music
- *"Western Art Music"*

  Repertoire will include romantic, classical, and contemporary art music – focus on the orchestra
- *"Film Music"*

  Repertoire will include popular film themes and motifs.

- *"Funk n Fusion"*

  A study on the origins of Funk, focusing on performance.

Supplementary Information

Students will cover the mandatory Stage 4 Music syllabus in Year 7 at All Saints' College but will have the opportunity to choose Elective Music in Stage 5 (Years 9 and 10).

Students will be encouraged to participate in School Ensembles and School Performances.

Emphasis will be placed on performance of music with students encouraged to perform during lessons using a variety of musical instruments throughout the year.

Personal Development, Health & Physical Education

Overview

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts.

Sequence of Units/Skills/Topics

Personal Development and Health Units
- This is Me
- Looking Out, Speaking Up
- Growth and Development
- RU ok ?

Physical Education Units
- Circuits
- Getting to know you activities
- Target Games
- Athletics
- Fitness Testing
- Striking Games
- Aquatics

Assessment:

Throughout this course, students are required to complete several formative assessment tasks during theory lessons to demonstrate knowledge, understanding and skills.
Note: Practical assessment is ongoing throughout each unit.

Supplementary Information

A school hat is a compulsory item of the sports uniform that should be worn during ALL practical lessons. At the beginning of each year all students are made aware of their responsibility to come fully prepared for practical lessons. They are also informed of the consequences if they fail to **fulfill** their commitment.

Science

Overview

Year 7 is the beginning of Stage 4. The aim is to develop an interest and enthusiasm for Science and an appreciation of the contribution of Science to finding solutions to personal, social and global issues relevant to lives now and in the future. Students will describe some of the phenomena within the natural world and apply their understanding to new situations and events as informed and reflective citizens.

They will develop knowledge, understanding and skills in applying the processes of working scientifically. They will also develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and an understanding of Science's nature, development, use and influence.

Sequence of Units
- Introduction to Science
- Physical World
- Chemical World
- Earth and Space
- Living World

Assessment

Stage 4 Science students are assessed by ongoing formative assessment. This is an assessment for learning and involves teachers using evidence about students' knowledge, understanding and skills to calculate proficiency and inform subsequent teaching. It usually occurs throughout the teaching and learning process.

Supplementary Information

All students must have the correct Science equipment including a charged and operating device, stationery, safety goggles and correct shoes for all their laboratory and practical work. Class topic tests/tasks including pre-tests and formative tasks can be expected from time to time as part of student assessment. Students and parents need to be aware that there is a possibility of movements between classes at the end of a semester based on demonstrated ability and creating the best learning environment. Any concerns should be communicated to the Science teacher in a prompt manner.

Technology - Mandatory

Overview

Technology Mandatory provides opportunities to reinforce and integrate knowledge and understanding from other subjects in the Years 7–10 curriculum. The diversity of learning experiences provided in Technology Mandatory encourages both independent and collaborative learning and the skills in designing, planning, managing and evaluating are transferrable across the curriculum. Technology Mandatory builds on Science and Technology K–6 and provides broad experiences in a range of contexts that are further explored in Technology electives in Years 7–12

Year 7 Technology classes occur on a 10-week rotational basis. Each rotational group will complete the following units.

Materials Technology - Metal / Digital Technology

Students will design and manage the production of:

- Metal Box
- Carry All Toolbox
- Computer Programming Tasks

These units of work are delivered by instructional demonstrations of a given process. The unit will include the use of a variety of applications for the Digital Technology component.

Sequence of Units/Skills/Topics
- Safety in relation to the workshop
- Research of materials, construction and joining methods
- Management of production
- Marking out, cutting out, folding and joining techniques
- Evaluation of project work
- Basic computer programming
- How data is sent and received
- Digital Technology applications

Supplementary Information

Students must have Personal Protective Equipment (PPE) each lesson within the practical workshop. Not having correct leather shoes and safety glasses will exclude students from practical work.

Materials Technology – Textiles / Digital Technology

Students will design and manage the production of:

- o Textiles project - Apron
- o E-Textiles Plush Toy
- o Digital Technology Programming Activity

These units of work are delivered by instructional demonstrations of a given process. The unit will include the use of a variety of applications for the Digital Technology component.

Sequence of Units/Skills/Topics

- ▪ Safety in the Textiles Rooms
- ▪ Equipment and Utensils
- ▪ Design and Production
- ▪ Evaluation
- ▪ Working Safely with computers
- ▪ Basic computer hardware and software
- ▪ Coding
- ▪ Digital Technology Applications

Supplementary Information

Students must have Personal Protective Equipment (PPE) each lesson within the practical textiles room. Not having correct (PPE) will exclude students from practical work.

Visual Arts

Overview

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice and the frames and to critically and historically interpret art informed by their understanding of practice and the frames.

Sequence of Units/Skills/Topics

- **Mythical Beings:** Develop confidence in making and talking about art. An exploration of drawing, mark-making and three-dimensional form. (ceramics). When we critically examine images, different perspectives are produced if we use subjective, cultural, structural, or post-modern frame.
- **Let's Face it:** An exploration of portraiture using traditional (drawing, painting, photography) and contemporary techniques (appropriation, digital).
- **Place & Space:** An investigation of drawing and painting conventions to make artworks representing relationships between humankind and the natural environment from the viewpoint of the structural and cultural frames. Students investigate artist, world and artwork relationships to make artworks responding to issues about the natural environment (digital painting).
- **Like a Version:** An exploration of still-life and symbolic objects in art. Students with use drawing, painting and printmaking techniques to create images that convey messages. (Foam print, acrylic painting, still life-drawing)

Supplementary Information

Walking excursions to the Maitland Regional Art Gallery will be organised during normal lesson time.

Student work may be selected for display around the school or at the All Saints' College Annual Art Exhibition.