

Year 9 Elective Subjects (alphabetical)

| Year 9 | | | | | |
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| | | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Business Studies | <u>Unit Name</u> | <u>Why Buy Local</u> | <u>To Market</u> | <u>Risky Business</u> | <u>What's Your Competitive Advantage</u> |
| | Description | Analysis of effects of purchasing decisions on economic prosperity | Small Business Project | Financial management, investments and risk. | Work futures and positioning yourself for future success. |
| | Technique | Written Examination | Written Research Project | Written Research Project | Multi-modal: Spoken and visual |
| Dance | <u>Unit Name</u> | <u>Why do we Move?</u> | <u>Moving Landscapes</u> | <u>Moving in the Movies</u> | <u>Art Moves</u> |
| | Description | The different reasons why people dance – social, ritual and artistic functions. Focus on popular dance styles – hip-hop, funk, jazz. Cultural dances – Bollywood, Haka, Indigenous Australian | An introduction to contemporary dance. Using a motif to communicate meaning to an audience. Bangarra Dance Theatre and Stephen Page. | Dance in Musical Theatre. Using motifs to communicate style, storyline and character. | Using stimulus to create movement Explore a range of styles including indigenous, ballet, hip-hop and contemporary dance. |
| | Technique | Making – Choreography Performing Responding – Choreography Intent Performing – 1-2 minutes | Making – Choreography Performing Responding – Choreography Intent + Exam | Making – Performing 1-2 minutes | Making – Choreography Responding – Choreography Intent + Exam |

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| Digital Technologies | <u>Unit Name</u> | <u>Computers in the Real World</u> <u>AI and Web</u> | | <u>Website Development</u> | |
| | Description | Utilising a variety of design and production applications (including HTML and coding) to develop solutions for a variety of scenarios and purposes. | | Applying a variety of web building and coding techniques to manipulate Information Systems, OOP environments. | |
| | Technique | Report - Multimodal | | Game developed in C# -Multimodal | |
| Drama | <u>Unit Name</u> | <u>Commedia Dell'Arte</u> | <u>Improvisation</u> | <u>Australian Verbatim Theatre</u> | <u>Theatre for Young People</u> |
| | Description | Students will focus on the history of Commedia dell'Arte, the stock characters and lazzi performance. They will explore Commedia dell'Arte's influence on modern comedy art forms. | Students will experiment with the foundational skills of performance and core elements of drama through a focus on improvisation and Commedia Dell'Arte forms. | Students will experiment with performance developed from real life situations through a focus on Verbatim theatre and its forms. | Students will experiment with the elements of drama to create a role play performance targeted towards an audience of young people that has a serious message. |
| | Technique | Response to stimulus – Examination | Making – Improvised role play | Making – Devising a scripted monologue + Performing | Making – Role Play + Reflective journal |
| Early Childhood Practices | <u>Unit Name</u> | <u>Make some noise</u> | <u>It's your birthday</u> | <u>Healthy lunch boxes</u> | <u>Story time</u> |
| | Description | Exposing children to music during early development helps them to learn the sounds and meanings of words. Incorporating music into routines and play in the early years has a positive influence on a child's early development and well-being. | Food Specialisations When children are little, birthday parties are a simple affair. Get everyone together at home or a park, throw in some party food, music and a game of pass the parcel and everyone is happy. However, is designing children's birthday parties that simple. | Good nutrition is necessary for the active growth and development that takes place in early childhood. Healthy eating habits begin in early childhood. | Reading, writing and relaxing |
| | Technique | Design Project: Written Practical product | Investigation Multimodal | Design Project: Written Practical product | Design Project: Written Practical product |

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| Engineering and Technology Design | <u>Unit Name</u> | <u>Hand Surfer</u> | <u>Building Bridges</u> | <u>Glider Production</u> | <u>Aspects of flight</u> |
| | Description | A “Hand-surfer” is a planing device that is strapped to the hand and provides lift, therefore reducing drag whilst bodysurfing. This allows the bodysurfer to move faster or turn and change direction with ease. | Engineering Principles and Systems | Students will begin to design a glider whilst understanding key engineering terms of lift, drag and pressure. | Learning how changing the design of aerodynamics can create lift and movement through air. |
| | Technique | Written - folio capturing the design process practical - the designed solution | Written Practical bridge construction | | |
| Food Studies | <u>Unit Name</u> | <u>Hamper (Term 1)</u> | <u>The Great Pastry Challenge (Term2)</u> | <u>Global Fusion Food (Term3)</u> | <u>Indulgent Food Trends (Term 4)</u> |
| | Description | This unit will investigate the trend of hampers and marketing into the future. Students will consider how creativity, innovation and enterprise contribute to how products, services and environments evolve, Product design Product labelling Product production and presentation | This unit focusses on technologies and society and how the use, development and impact of technologies has changed people’s lives. Students will investigate the history of our Aussie Food Icon including mass food production, food security and sustainable food production. Critiquing mass production systems taking into account ethics and sustainability considerations. | Students will investigate bush tucker, first fleet foods, international cuisine influences on Australian food culture and Fusion food. | This unit investigates popular indulgent food trends and café culture, including sweet indulgent foods and healthy lunch choices. |
| | Technique | Practical product Written design folio | 400 words Photographic evidence | Written or Spoken/signed or multi-modal | Practical product Written design folio |
| Graphics & Design | <u>Unit Name</u> | <u>Earphone</u> | <u>Acoustic lamp</u> | <u>Restaurant Pager</u> | <u>Tiny House</u> |
| | Description | This unit incorporates the technology design process requiring students to investigate, ideate, produce and evaluate a earphone holder to meet a specific design brief. Investigate existing products, individual design, shape and comfort (ergonomics) | Students respond to an environmental issue of ‘e- waste’ created by the number of I phones. Students design an acoustic lamp that reuses a phone that would have gone to landfill. | As a junior designer we live to be creative. A designer is a professional within the graphic design and graphic arts industry who collaborates images, products and materials to create functional design solutions. | Students design their own Tiny House addressing the social problems related to cost, space and the environment. |
| | Technique | Design Project Written responses including graphical representations | Project Written responses including graphical representations | Design Project Restaurant Pager Written response design folio 300-400 words | Architectural Design Project Written response design folio 300-400 words |

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| Industrial Technology & Design | <u>Unit Name</u> | <u>Serving Tray</u> | <u>Tealight Holder</u> | <u>Storage Case/Storage solution</u> | <u>Wooden Toy</u> |
| | Description | This unit incorporates the technology design process requiring students to investigate, ideate, produce and evaluate a serving tray to meet a specific design brief. | Students are required to use recycled materials to ideate and design a tealight holder that meets a specific design brief. | Investigate, design and create a storage case with functional inserts and appropriate finishing techniques. | Utilising technical drawings students refine their skills and show their ability to read, understand and synthesise information to produce a product. |
| | Technique | Design Project Serving tray | Design Project Tealight Holder | Design Project Storage solution | Practical Project Wooden Toy |
| | Format | Written Practical | Written – A Design folio that utilises parts of the design process to meet a brief and refine a design Practical | Written - a folio capturing the design process undertaken by the student Practical - the designed solution, in the form of a product, service or environment. | Practical project where specifications need to be met and modifications to be made. |

| Italian | | | | | |
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| | <u>Unit Name</u> | <u>Commedia dell'Arte</u> | <u>The European Union</u> | <u>Travel Bug 1 (Showcasing the Sunshine Coast)</u> | <u>The Renaissance</u> |
| | Description | Students will appreciate the various Commedia dell'Arte characters and Italian regional varieties. In their research and presentation, students will include a written description of their chosen characters, visuals of the characters and the cities they originally come from. Linguistic features emphasis will be given to the agreement between nouns and adjectives. | Students will widen their knowledge on Europe and its geo-political states and nations. They will create a Quiz all in Italian with questions on capital cities, population, languages and national features. Students will also deepen their understanding on the so-called Stateless Nations of Europe. Linguistic features emphasis will be given to the application of articulated prepositions. | Learning languages greatly contributes to more employability opportunities in the future, tourism being one of the main industries. In this unit, students will learn more Italian by showcasing our Sunshine Coast to perspective Italian tourists and performing a realistic dialogue at their own travel agency. Linguistic features emphasis is on the modal verbs in its formal and informal modes. | The Renaissance era have impacted on all arts and sciences, even in our modern times. Students will grow better understanding on when, where and why the Renaissance originated and will learn more about its various Italian artists, scientists and geniuses. A section of this unit will incorporate the Multiple Intelligences activities, which each student will choose from in order to consolidate and enhance their Italian skills. The summative assessment will consist of both reading and listening comprehension tests. |
| | Technique | Written Assignment – Commedia Brochure | Listening Comprehension – Podcast on European Minorities | Dialogue – Speaking Test | Reading & Listening Comprehension – Article and audio file on Renaissance masterpieces |

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| Media Arts | <u>Unit Name</u> | <u>Animation</u> | | <u>Music Video</u> | |
| | Description | Students will be introduced to film and media codes and conventions through animation. Exploring symbolic and technical codes and narrative conventions by exploring Japanese Anime and producing a stop-motion animated short film. | | Students will explore music video codes and conventions within a variety of music genres and video styles to develop skills and understanding in symbolic and technical codes, as well as how moving image media is designed and produced to target a specific audience. | |
| | Techniques | Film Analysis – Japanese Anime Stop-Motion Animation Design Stop-Motion Animation Production | | Film Analysis: Music Video Music Video Design Music Video Production | |
| Music | <u>Unit Name</u> | <u>Rock on</u> | | <u>Making the Scene</u> | |
| | Description | Developing skills in small ensemble performance in multiple rock genres, consolidating grade 1 & 2 theory. How is rock music made? | | Developing skills in small ensemble performance in a variety of theatre & film/tv genres, consolidating grade 1 and 2 music theory. How does sound & music make the scene? | |
| | Techniques | Performance: Making – Performing Examination: Responding Practical: Making - Composing | | Performance: Making – Performing Examination: Responding Practical: Making - Composing | |
| Music Extension | <u>Unit Name</u> | <u>Musical Theatre</u> | <u>My Music</u> | | |
| | Description | Investigation of a range of musical theatre styles, composers and major works from Operetta to recent hit shows. Students collaborate (NPDL) to stage a mini musical at the end of semester. | Student directed project to explore areas of musical strength or interest. Student agency is used to direct their project into either composition, performance or musicology. | | |
| | Techniques | Performance: Making performing Practical: Making composing Extended response: Responding | Practical: Making performing Extended response: Responding Practical: Making composing | | |

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| Passion | <u>Unit Name</u> | <u>Passion</u> | | | |
| | Description | <p>In this subject you have the opportunity to explore ideas and topics you have a special interest or passion for. Based on these ideas you will use a design process to develop a Passion Project that will be your focus for the semester. This subject requires you to be an independent, self-directed learner.</p> <p>Student learning dimensions of Character and Creativity are the focus for the unit.</p> | | | |
| | Technique | Multimodal, practical, extended response | | | |
| Textiles Design Technology | <u>Unit Name</u> | <u>To Dye For</u> | <u>Wool for School</u> | <u>PJ's Made to Order</u> | <u>Zombie Consumers</u> |
| | Description | Students will apply textile production skills to produce a tote bag using fabric that has had natural dyeing techniques creatively applied. | This short unit of work is focused around the design brief set by the Wool4School Design Competition. | Students will consider how creativity, innovation and enterprise contribute to how products, services and environments evolve | Students will explore the sustainability of textiles and recycling t-shirts into??? |
| | Techniques | Practical product Naturally dyed Bag Written design folio | Practical product Written design folio | Practical product Written design folio | Written Design Folio |
| Visual Arts | <u>Unit Name</u> | <u>Art as Portrait – 2D</u> | <u>Art as Nature</u> | <u>Art Beyond Skin</u> | <u>Art as Portrait – 3D</u> |
| | Description | In class practical tasks and visual diary process including - proportions of the face, tonal gradation and facial feature tasks, shaded grid copying drawing task, descriptions of artists who have influenced your artwork e.g. in subject matter, style, techniques, materials, theme. One resolved artwork that shows personal approach to the topic using materials and processes explored in the practical class tasks e.g. a variety of graphite pencils and drawing techniques. | In class practical tasks and visual diary process including – study of natural forms in both local and global contexts with a particular focus on textural and organic features of natural forms using photography stimulus and digital imagery clay sculpture materials, techniques and processes (clay drying processes, clay construction), description of artists who have influenced your artwork e.g. subject matter, style, techniques, materials, theme. One resolved artwork(s) that show a personal approach to the topic using materials and processes explored in class e.g. clay processes, procedures, sketches of possible approaches. | In class practical tasks and visual diary process including – drawings of possible approaches drawings of the human form using mannequins and hand studies, mixed media and collage materials, techniques and processes (tracing paper, watercolour paints, drawing media, sewing, layering, stamping, tonal gradation processes), description of artists who have influenced your artwork e.g. subject matter, style, techniques, materials, theme. One resolved artwork that shows personal approach to the topic using materials and processes explored in the practical class tasks e.g. mixed media materials, processes and techniques. | In class practical tasks and visual diary process including - drawings of possible approaches (characters, hybrid features), facial proportions and viewpoints, manipulation of drawing materials and sculptural materials, clay construction techniques and processes, description of artists who have influenced your artwork e.g. subject matter, style, techniques, materials, theme. One resolved sculpture that shows a personal approach to the topic using materials and processes explored in class e.g. clay processes, procedures, sketches of possible approaches. |

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| | Technique | One Resolved Work (minimum A3 in size) Visual Diary Written Reflection | One Resolved Work (1x20 cm or small series (3) Visual Diary Artist's Statement (100–150 words) | Visual artworks: (minimum A3 in size / maximum A2 Artist's Statement (100–150 words) | One Clay Sculpture (approx. 30cm high) Visual Diary Artist's Statement (100–150 words) | |
| Excellence in Surfing | Descriptor | <p>Application process required: Kurt Barrow ESU in becomes a Time tabled subject with Practical and theory components. All students will trial and update "Surf Survival Certs".</p> <p>Surfers sign a code of conduct in order to enter the program.</p> <p>Term 1 = Performance Plans, Competition strategies and Judging</p> <p>Term 2 = Technical analysis</p> <p>Term 3 = Performance Plans & Technical analysis</p> <p>Term 4 = Project folio on technical improvements of major manoeuvres</p> | | | | |