

VISUAL ARTS

MEDIA

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

Media plays an enormous role in our lives today. Students observe, use and produce media on a daily basis and as such need to develop a critical eye and technical skills to enhance their media consumption. In Media students will develop an understanding of the relationship between the audience and genre when planning a media product. They will refine production techniques relevant to the selected media form to convey meaning and evaluate their own productions to achieve their intention more effectively.

Victorian Curriculum Strands

- **Explore and Represent Ideas**
 - Exploring and experimenting with ideas and representations using images, sound and text. Manipulating media structure, elements and concepts with intent to represent and communicate ideas.
- **Media Arts Practices**
 - Developing and refining understanding, skills, techniques, technologies and processes.
- **Present and Perform**
 - Planning, producing, presenting and distributing media artworks to audiences. Considering the relationship between artist intentions, audience interpretation and engagement
- **Respond and Interpret**
 - Analysing, evaluating, interpreting and reflecting upon meanings, beliefs and values in media artworks. Examining media artworks in historical, cultural, institutional and social contexts.

Assessment:

- Planning and production of a variety of photographic and video tasks.
- Analysis and interpretation of media products such as TV shows, films, games, photographs.
- End-of-Semester written examination

VISUAL ARTS

STUDIO ART

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

Visual Arts includes the fields of art, craft and design. Students create visual artworks that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer. Through Visual Arts students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts leads students to become increasingly confident and proficient in achieving their personal visual aesthetic, appreciating and valuing that of others.

Victorian Curriculum Strands:

- **Explore and Express Ideas**
 - Exploring, imagining, experimenting and expressing ideas, concepts, themes, values, beliefs, observations and experiences in artworks that students view and make.
- **Visual Arts Practices**
 - Developing understanding and skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.
- **Present and Perform**
 - Creating, exhibiting, discussing, analysing artworks and considering the intention of artists and curators. Considering the relationship between artist intentions and audience engagement and interpretation.
- **Respond and Interpret**
 - Analysing, evaluating, interpreting and reflecting upon meanings, beliefs and values in artworks. Examining artworks in historical and cultural contexts.

Assessment:

A range of assessment procedures is used, including:

- Documented Folio of creative making techniques
- Written art responding tasks
- End-of-semester examination

VISUAL ARTS

VISUAL COMMUNICATION ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

In Year 10 students build on their awareness of how designers work with a client 'brief' to communicate ideas, for a specific purpose, to a targeted audience using different visual communication design practices. They will use visual thinking strategies to simulate ideas to produce a range of two- and three-dimensional drawing using the conventions specified by the VCAA. Students will examine the contribution of designers in a historical and cultural design context.

Year 10 Visual Communication may lead into VCE Visual Communication Design, Media, Art, or Design Technology course options.

Victorian Curriculum Strands

- **Explore & Represent:**
 - Students will work from a brief that they have developed. They will use design thinking strategies to create visual imagery related to that brief. Students will trial and experiment with a range of elements, principles, materials, media and methods to communicate their ideas that are annotated and evaluated throughout production. They will complete a final presentation that meets the brief
- **Respond and Interpret: Historical Design Investigation**
 - Students will investigate the work of a historical and contemporary designer. They will analyse and critique the use of elements, principles, materials, media and methods used by these designers. Discussion in their written report will also include the changes that have developed in that design field
- **Design Practices: Environmental Drawing Methods/Present & Perform Architectural Presentation Drawings**
 - Students will work from a brief and learn how to create plans, elevations and three-dimensional drawings using Australian Standard conventions to create presentation drawings. They will use manual, technical and ICT methods in the production of these drawings
- **Examination**
 - Students will complete an end of semester examination on the material covered in this course

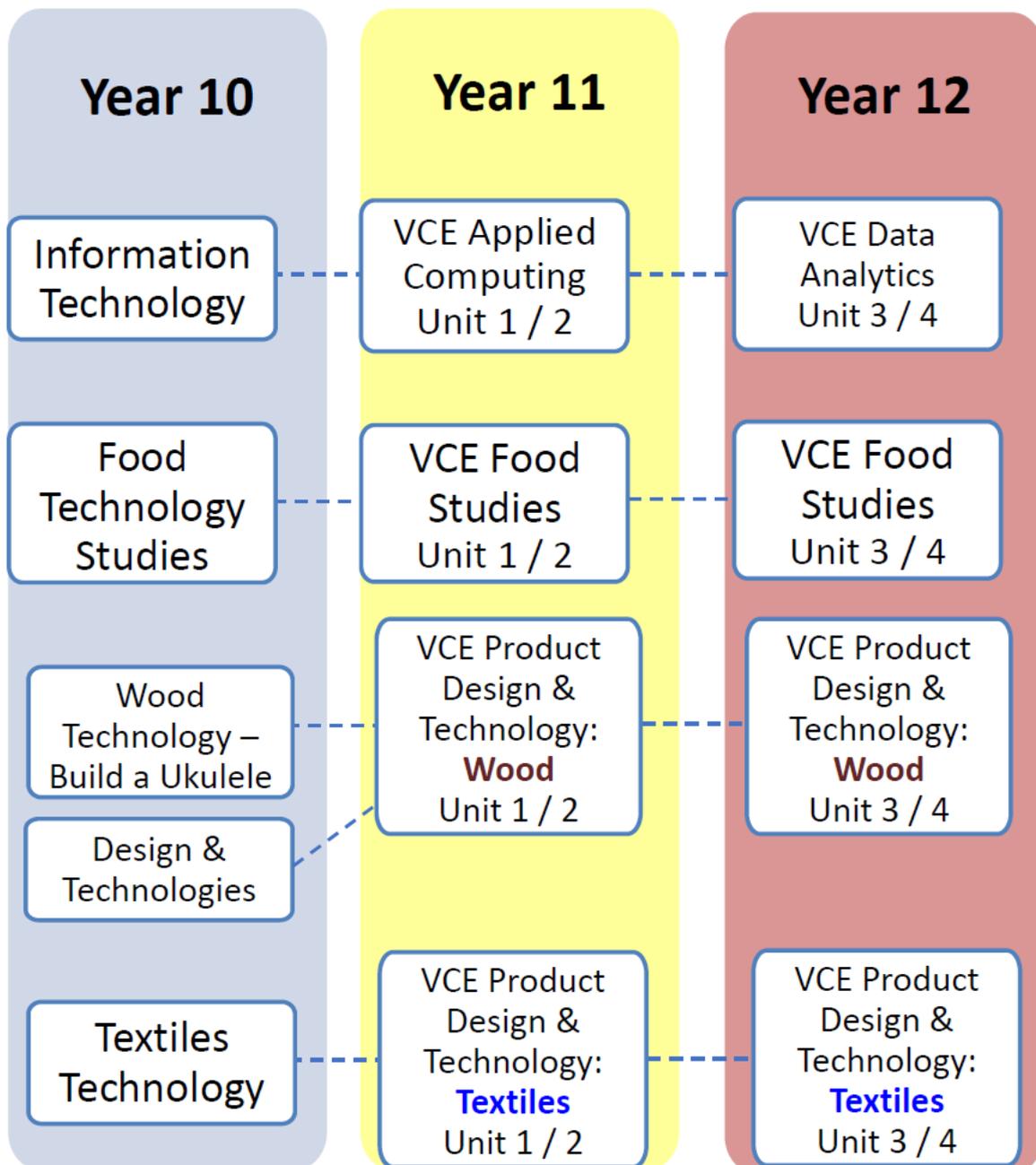
Assessment:

A range of assessment procedures is used, including:

- practical design activities,
- assignment
- end of semester examination

TECHNOLOGY

The diagram below shows the possible pathways and prerequisites for each subject from Year 10 to Year 11 and then Year 12.



TECHNOLOGY

FOOD TECHNOLOGY ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Food Technology at this year level aims to provide students with advanced knowledge and skills necessary to use a range of materials, equipment and processes to produce food products. The unit contributes to student awareness and understanding of health-related issues and their link to food. The second part of the course focuses on the food industry and the production of food for specific purposes.

Victorian Curriculum Strands:

Creating Designed Solutions

- Investigating and Generating:
 - Students work through the design process
 - Design briefs
 - Research
 - Make critical decisions about materials
 - Identify a range of criteria for evaluation
 - Production plans
- Production:
 - Students safely, efficiently and hygienically produce food products using a range of techniques, equipment, tools and ingredients, taking into consideration quality and aesthetic factors.
- Evaluating:
 - Students critically analyse and evaluate design ideas and solutions processes, against criteria for success recognising the need for sustainability
- Planning and Managing
 - Students will develop plans to manage projects taking into consideration time, cost and production processes.

Assessment:

Assessment tasks include:

- Production – use of equipment and utensils to produce selected food products
- Written test – written and practical test on safety and hygiene
- Research and analytical skills – research report on a selected topic, including menu planning and catering for special needs
- Design Brief – designing, producing and evaluating a decorated fruit cake
- End-of-semester examination

TECHNOLOGY

INFORMATION TECHNOLOGY ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking. The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

Software – Microsoft Office, Python, Google Suite and use of online digital technologies.

Victorian Curriculum Strands:

- Digital Systems
Focuses on the hardware, software and network components of digital systems
- Data Information
Focuses on the properties of data, how they are collected and represented, and how they are interpreted in context to produce information
- Creating Digital Solutions
Explores the interrelated processes and associated skills by which students create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating

Assessment:

A range of assessment methods will be used, including:

- Short answer tests
- Practical tests
- Oral presentations using ICT skills
- Group and individual solutions to information problems and issues
- Folios
- Set assignments
- End-of-semester examination

TECHNOLOGY

TEXTILES TECHNOLOGY ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Design and Technology at this year level aims to promote understanding of the technology process, working with design briefs, investigating function and aesthetics, developing the capacity to model, assemble and disassemble products, communicating ideas, considering risk assessment, documenting work and developing evaluation criteria.

Victorian Curriculum Strands: Creating Designed Solutions

- Investigating and Generating:
 - Students work through the design process
 - Design briefs
 - Research
 - Generate designs and justify preferred options
 - Make critical decisions about materials
 - Identify a range of criteria for evaluation
- Producing:
 - Students safely, responsibly and using protective clothing when necessary, produce:
 - A bag enhanced by a choice of several different processes (machine or hand embroidery, beaded, patch worked, fabric dyed or printed)
 - An article of clothing – skirt or shorts
 - A soft plush toy – animal design
- Evaluating:
 - Students use evaluation criteria and critical analysis to make appropriate suggestions for changes to their products that would lead to an improved outcome.
- Planning and Managing
 - Students use processes to coordinate production designed solutions

Assessment:

A range of assessment methods will be used, including:

- Practical tasks
- Folio
- Design Assignment - Elements of Design
- End-of-semester examination

TECHNOLOGY

DESIGN TECHNOLOGIES

ELECTIVE SUBJECT – ONE SEMESTER

Learning Focus

The study of Design and Technologies prepares students to navigate the increasingly complex and technological world in front of them.

This project-based learning curriculum offers students a broad range of educational experiences, readily transferable to home, life, leisure activities, the wider community, and to work.

In class, students plan (CAD - Computer Aided Design) and manage projects from conception to realisation. This involves applying design thinking to generate, investigate and refine ideas, while planning, managing, producing and evaluating designed solutions.

Students are provided with practical opportunities to be users, designers and producers of new technologies.

Design and Technologies aims to develop a sense of pride, satisfaction and enjoyment in students derived from the ability to design and create.

Victorian Curriculum Strands:

Creating Designed Solutions is organised by five sub-strands:

Investigating – students critique, explore and investigate needs and opportunities

Generating – students develop and communicate ideas, make choices, weigh up options, and consider alternatives.

Producing – students apply a variety of skills and techniques to make designed solutions to meet specific purposes and user needs. Students learn about the importance of adopting safe work practices. They develop accurate production skills to achieve quality designed solutions.

Evaluating – students evaluate and make judgments throughout a design process, about the quality and effectiveness of their designed solutions.

Planning and managing – Working individually and collaboratively, students learn to plan and manage time, along with other resources, to effectively create designed solutions.

Assessment:

- Production - Create a scale replica of an iconic design using design elements
- Design - Students use CAD (Computed Aided Design) to produce model drawings from 2D drawings and videos
- Design - Students create a CAD model to create a scale prototype using emerging technologies (3D printer)
- End of Semester Examination

TECHNOLOGY

WOOD TECHNOLOGY BUILD A UKULELE ELECTVE SUBJECT – ONE SEMESTER

Learning Focus

This project-based subject centres around students building their own playable Ukulele from scratch.

It is a way for students to experience manufacturing or a trade based pathway at the end of school, as well as students who are completing or looking to complete a VET subject. It is also aimed at students who enjoy woodworking and other practical hobbies.

Skills that are developed in this subject are: hand eye coordination, fine motor skills, spatial reasoning, mathematics, self and project management, selective attention, as well as logic and reasoning skills.

This is a practical subject. You will be spending lessons in the woodwork room. However, some theory work is involved, including designing and drawing a headstock of a Ukulele, and some safety related material. The subject does have an exam centred around the production of the Ukulele and using tools and machines.

Previous students have developed a sense of pride, satisfaction and enjoyment from their Ukulele and the experience building it.

Victorian Curriculum Strands:

Creating Designed Solutions

Investigating and Generating:

- Research
- Generate designs and justify preferred options
- Make critical decisions about materials
- Identify a range of criteria for evaluation

Producing:

- Students safely, responsibly and using protective clothing when necessary, produce a product from a variety of materials (plastic, wood, metal)

Evaluating:

- Evaluate design ideas processes solutions against comprehensive criteria for success.

Planning and Managing

- Develop project to plan and manage projects individually or collaboratively taking into consideration time, cost, risk and production process.

Assessment:

- Students produce working drawings of a headstock
- Students produce a working Ukulele from a range of materials, instruction, and theory notes
- End of Semester Examination