



# YEAR 9 SUBJECT HANDBOOK 2024

EXCELLENCE IN  
ALL ENDEAVOURS





## Table of Contents

Year 9 Information	2	<b>SEMESTER-LONG SUBJECTS</b>	
Personal Development	3	Humanities	
Sport	4	Economics and Civics	13
		Critical Inquiry	13
<b>YEAR-LONG SUBJECTS</b>			
Religious Education	5	Science	
RE in French/Indonesian/Italian (CLIL)	5	Systems Technology	14
English	6		
Enhanced English	6	Health & Physical Education - Invitation Only	
Mathematics	7	Soccer Academy	14
Enhanced Mathematics	7	Basketball Academy	14
Science	8		
Health and Physical Education	8	Design & Technology	
Humanities	9	Design & Technology: Textiles	15
Humanities in French/Indonesian/Italian (CLIL)	10	Design & Technology: Wood	15
Languages	11	Food Studies	16
Languages Electives	12		
		Technology	
		Digital Technologies	16
		Performing Arts	
		Dance	17
		Drama	17
		Music	17
		Visual Arts	
		Art	18
		Digital Art	18
		Media	18
		Visual Communication	19



## Year 9 Information

### Selecting a Year 9 program

This booklet is designed to help students, with the support of parents and guardians, make informed decisions about the elective program offered at Year 9. The Year 9 elective program allows you to select a varied program from the faculties of Languages, Science, Humanities, Health & Physical Education, Product Design, Technology, Performing Arts and Visual Arts. You will study two elective subjects each semester, a total of four over the year. If you choose the Elective Language, **this counts as two of your four electives.**

In 2024, a numbers of students will be invited to study Enhanced English, and/or Enhanced Mathematics, and these subject descriptions can be found in this booklet.

If a student has a question regarding any subject, they should discuss this with their Mentor, Subject Teachers, Head of Learning or the Deputy Principal ~ Teaching and Learning. The Head of Learning Pathways is also available to assist students and parents/guardian with this process. Students will enter their subject preferences online. If you have any difficulties, please contact Mrs Musgrove via email [musgrovea@loyola.vic.edu.au](mailto:musgrovea@loyola.vic.edu.au).

### Year 9 Compulsory Core Subjects

All Year 9 students will study seven core subjects, including Religious Education, English, Mathematics, Science, Humanities, Languages, Health and Physical Education, All Year 9 students will also participate in the Sport program, as well as attending Personal Development classes and the Surf Coast Walk Camp.

### Year 9 Semester Long Subjects

Students may select any four subjects from the list below:

- Art
- Basketball Academy (Invitation Only)
- Critical Inquiry
- Dance
- Design and Technology: Textiles
- Design and Technology: Wood
- Digital Art
- Digital Technologies
- Drama
- Economics and Civics
- Food Studies
- Languages: Accelerated French (Accelerated French counts as two of your four electives, a second language must also be studied)
- Media
- Music
- Soccer Academy (Invitation Only)
- Systems Technology
- Visual Communication and Design

## Year 9 Personal Development

The Personal Development Program upholds the belief that enhanced student wellbeing contributes significantly to improved student learning outcomes and complements the College's curriculum offerings and House-based vertical pastoral care structures. It seeks to nurture positive emotional and social functioning to enable the students to develop a clear sense of belonging, meaning, purpose and growth during their time at Loyola College.

At Year 9, the Personal Development Program is delivered mostly through gender specific groups and runs fortnightly and includes a variety of activities such as: classroom-based lessons and whole year level activities incorporating guest speakers and multi-media presentations.

Underpinning the program is the framework of Positive Education through an Ignatian Lens, which draws from the six elements of positive psychology:

- Positive Emotion
- Engagement
- Relationships
- Meaning
- Accomplishment
- Health

At Year 9, we participate in the following programs:

- The Men of Honour & Empowering Women
- City Experience

These programs help our students to explore the following key themes and issues:

- Maintaining healthy relationships, respectful of self and others
- Nurturing self-awareness and empowerment in ourselves and others
- Developing leadership and teamwork
- Emotional awareness and management
- Self-esteem and self-worth
- Fostering resilience and overcoming challenges
- Developing effective goal setting strategies and study skills to maximise learning
- Seek strong and positive role models
- Navigating social media and online behaviour
- Dangers associated with drug taking and gambling
- Good character and integrity
- Self-defence techniques
- Breathing techniques for emotional management
- Identifying and setting boundaries
- Intuition
- Visualisation



## Year 9 Sport

Sport is compulsory for Year 9 students. Every student will have the opportunity to be part of a team, travel with the team and experience interschool sport. All students are provided with the opportunity to represent the school in the following teams:

### Summer Sports

Girls – Soccer, Softball, Tennis and Volleyball

Boys – Basketball, Cricket, Hockey, Softball and Table Tennis

### Winter Sports

Girls – Basketball, Hockey, Netball and Table Tennis

Boys – Football, Soccer, Volleyball and Tennis

All Year 9 ACS matches are on Thursdays, and training will be on Mondays (AFL, Basketball, Tennis) and Tuesdays (all other sports) after school. The students must show ability in the sports or a willingness to train and develop competency in their chosen sport.

Year 9 students play in an Intermediate ACS competition. They are combined with Year 8 students across all sports and a variety of competition levels.

Those students who do not compete in the ACS competition will be involved in House Sport. House sports may vary according to numbers and facilities. It is compulsory for students selected in ACS teams to represent the school as per the Loyola College Enrolment Agreement.

The ACS competition is based on the following principles:

- To bring together similar sized schools, that are co-educational and hold similar philosophies and commitment to sport
- A commitment to the agreed list of teams and sports at all year levels
- A commitment to a high standard of competition, appearance, punctuality and sports personship
- A comprehensive program that includes traditional sports as well as other popular sports
- A program that would involve a large number of students and maximise participation
- Finding a balance between participation and a higher level of competition
- A commitment to make it work, to fulfil fixtures and minimise intrusion into school time
- Provision of equal sporting opportunities and access to sport for boys and girls in all year levels
- Provision of opportunity for students to play sport who would not play at all otherwise

## Year 9 Year-Long Subjects

### Year 9 Religious Education

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In the Year 9 Religious Education course, students improve their knowledge and understanding of key practices and beliefs of Christian communities, both past and present. They are involved in regular prayer and class liturgies and explore and respond to social justice issues. Specific areas of study include My Spiritual Identity, Social Justice: Ancient and Modern Prophets, Good and Evil, Healing and Hope, Sacrament of Reconciliation and the City Experience related topic - Catholic and Other Faith Identities. Assessment takes a variety of forms using the Pedagogy of Encounter approach, with students working both individually and in groups.

Meaningful prayer and liturgy are integral to Religious Education. At Year 9, students are involved in a reflection day program that focuses on sexuality and relationships, attend a Class Mass, and have the opportunity to receive the Sacrament of Reconciliation.

### Year 9 Religious Education in French/Indonesian/Italian (CLIL)

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Students who are accepted into the CLIL program, study their RE subject (Semester One and Semester Two) in French/Indonesian/Italian.

Students who take the CLIL class will have more opportunity to be exposed to and use the target language which will improve their language proficiency and competency. This subject requires the acquisition of new knowledge and simultaneously develops new skills through reflection and the use of a variety of thinking skills.

Students are assessed on their understanding of the content skills, knowledge and understanding and the language objectives. Tasks include research, presentations, reading/listening and labelling, reorganising information, completing tables, taking notes, multiple choice and presentations.

The topics for the Year 9 CLIL RE and Year 10 CLIL RE are the same as those studied in the mainstream Religious Education program at the respective year levels.

Students interested in a place in the Year 9 CLIL RE and Year 10 CLIL RE in French/Indonesian/Italian will need to follow the relevant online application process. Please contact Head of Languages for further information.



## Year 9 English

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Year 9 English incorporates the three dimensions of Language, Literature and Literacy, with a focus on reading and viewing, writing, and speaking and listening. Through their study and performance of Slam Poetry, students explore the impact language features and structures have on the form and purpose of texts. They create their own literary texts using a variety of genres to reflect their ideas and opinions. Students build on their awareness of media issues and gain a stronger understanding of how persuasive texts use language to persuade a reader. Students further develop their analysis of extended fiction through the deconstruction of a Shakespearean play.

In Semester Two, students develop and extend their skills in the field of linguistics, exploring how fiction and media have contributed to the construction of the national identity. Students compare and analyse how texts are adapted and transformed from one form to another, exploring and critiquing the ideas and views of the texts in essay form.

## Year 9 Enhanced English (Invitation Only)

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Those students identified by their teacher as having significant capacity in English, may be invited to study Enhanced English in place of their mainstream English class.

Enhanced English seeks to challenge high-performing English students to further develop their skills by presenting a tailored curriculum that interweaves elements of English, Literature and English Language in the study of texts. The course retains links with the mainstream English classes, reinforcing core skills, but is designed to offer able students the opportunity to engage in a course focused on strengthening their already sound skills. Throughout the course, students will be encouraged to write in a variety of forms, with a strong emphasis on peer conferencing to improve their writing.

Research on student engagement demonstrates that students who are connected to their community achieve higher grades. Therefore, Enhanced students are expected to practise their English skills and confidences, to enhance their ability to think critically. Students are required to commit to one or more English-related clubs or societies within the co-curricular options, which include House Debating and Public Speaking, DAV Debating, external Public Speaking.

Enhanced English seeks to provide highly able English students with an engaging and challenging curriculum, while fostering the skills they require to pursue the range of English subjects available at VCE: English, Literature and English Language.

The process for selection into Enhanced English:

1. Subject teachers will recommend students for consideration based on their 2023 Semester One English report, PAT result, staff professional dialogue as well as the student's confidence and willingness to be extended in their learning.
2. Recommended students and their families will receive an invitation to study this subject.
3. The Head of English will vet all candidates and determine those most suitable.

## Year 9 Mathematics

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Students will cover concepts from each of the following content descriptors; Number & Algebra, Measurement & Geometry, and Statistics & Probability. Each topic that is covered will require students to be able to manipulate the information with and without the aid of technology. It is important that students have a sound understanding of the relevant skills and can operate a calculator proficiently.

There is also a need for students to develop and maintain a broad range of mathematical language. In order to achieve this successfully, each unit will encompass a literacy component. These components include, but are not limited to; glossaries, word concept comprehension, and the use of command words.

## Year 9 Enhanced Mathematics (Invitation Only)

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Students demonstrating high proficiency in Mathematics - from previous assessment data, staff recommendation and diagnostic testing data - may be invited to study Enhanced Mathematics in place of their mainstream Mathematics.

Enhanced Mathematics seeks to challenge high-performing Mathematics students to further develop their skills by presenting a tailored curriculum which presents higher order thinking and connection to application-based problems. The coursework will have strong links to the Year 9 Mathematics course with relevant components supplemented from the Year 10 Mathematics course. This course is based on the Australian Curriculum and all students studying this subject are required to have a TI-Nspire CXII CAS calculator.

The process for selection into the Enhanced Mathematics program is as follows;

1. Subject teachers will recommend students for consideration based on their 2023 Semester One Mathematics report, PAT test results, NAPLAN results, the student's confidence and willingness to be extended in their learning.
2. Recommended students and their families will receive an invitation to study this subject.
3. Students will complete a "Green Light" test.
4. The Head of Mathematics will vet all candidates and determine those most suitable.

Positions in this class are accepted by students with the understanding that it is a 12-month appointment with places for the following year reviewed in September.

A component of this course is that the students compete in the Australian Mathematics Competition.





## Year 9 Science

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Students consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through chemical reactions and nuclear decay. At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment and investigate the interdependencies between biotic and abiotic components of ecosystems.

They will also apply their understanding of energy and forces to global systems including continental movement and that motion and forces are related by applying physical laws.

## Year 9 Health and Physical Education

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Students undertake in game sense classes designed to refine gross and fine motor skills, focusing on teamwork with an emphasis on improving their game sense and developing tactical awareness in sports chosen by the students.

In Health, students will study developing and sustaining healthy, respectful relationships and making smart health choices that affect today's adolescent's

Students participate in three practical lessons and one Health lesson a fortnight.

## Year 9 Humanities

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Each student will undertake two compulsory studies in Humanities: one semester-long study of Geography and one semester-long study of History, in either English or CLIL French, Indonesian or Italian. Students will be able to choose to partake in the optional electives 'Economics and Civics' or 'Critical Inquiry' offered in English only.

### GEOGRAPHY:

In Geography, students will focus on the world through an examination of Biomes and Food Security, as well as the concept of Global Interconnection. Students will undertake investigations of the challenges of food production, sustainability and globalisation. Students will consolidate their skills of inquiry through fieldwork, including data collection and analysis, synthesis of information and presentation of findings in an appropriate manner. This unit will also include a brief introduction into the world of economics.

### HISTORY:

In History, students will undertake a study of the historical period of 1750-1918. Students will study the Industrial Revolution, the creation of Australia as a nation and World War One. During the course of the semester, students will be required to analyse historical documents, conduct historical research and synthesise information to create historical arguments using evidence. This subject will also offer a brief introduction to the civic principle of democracy.



## Year 9 Humanities in French, Indonesian or Italian (CLIL)

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Students who are accepted into the CLIL program study their Humanities subjects (Semester One and Semester Two) in French, Indonesian and Italian.

The subject teacher will find opportunities to develop language skills. This subject requires the acquisition of new knowledge and simultaneously develops new skills through reflection and the use of a variety of thinking skills. Students are assessed on their understanding of content concepts and in addition language objectives (key words and phrases). Tasks include reading and labelling, recognising the reliability of information, reorganising information, completing tables, taking notes, multiple choice testing, presentations, report writing, a journal entry and a biographical article.

### **Semester One:**

In this semester, students will undertake studies in Geography. They will focus on the world through an examination of Biomes and Food Security, as well as the concept of Global Interconnection. Students will undertake investigations of the challenges of food production, sustainability and economic globalisation. Students will consolidate their skills of inquiry through fieldwork, including data collection and analysis, synthesis of information and presentation of findings in an appropriate manner.

### **Semester Two:**

In History, students will undertake a study of the historical period of 1750-1918. Students will study the Industrial Revolution, the creation of Australia as a nation and World War One. During the course of the semester, students will be required to analyse historical documents, conduct historical research and synthesise information to create historical arguments using evidence. This subject will also offer a brief introduction to the civic principle of democracy.

**Consideration should be given that CLIL Humanities and CLIL Religious Education (in any of the 3 languages) is a joint subject package when making subject selections.**

## Year 9 Languages

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Students continue to develop their language skills learnt throughout Years 7 and 8. Indonesian and Italian students have the opportunity to undertake Accelerated French. For Accelerated French, no previous knowledge of French is required to partake in this course.

## Year 9 French

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The students learn about how to talk wider aspects of their personal worlds, as well as the world around them. These topics allow the students to develop both their language and cultural understanding capabilities regarding their own lives and the lives of others. They also learn how to use the past tense in context. In addition, they cover the topics of everyday home life, work life and free time with friends and family.

## Year 9 Indonesian

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The students learn about Indonesian sport and entertainment. The course looks at the ways Indonesian students spend their leisure time and the typical sports played throughout Indonesia. They also study the environment and pollution. They will explore holidays and travel in Indonesia as well as celebrations and ceremonies. The students focus on how to write and respond to invitations and study the rituals and practices of particular Indonesian festivals.

## Year 9 Italian

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The students explore family life and the daily routine of Italians. Students learn how to describe where they live and their homes, what they do during their free time with their friends, and what they did on the weekend. For this, students are introduced to the past tense. Popular topics of travel and technology are studied, in which students research holiday destinations, learn about the Italian train system, read maps and brochures, write travel blogs, discuss and use ICT, and have conversations in the target language. The focus is on how to ask and respond to questions.



## LANGUAGES

### Year 9 Languages (Elective)

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Students are given the opportunity in Year 9 to commence the study of an additional Language (offered as an accelerated subject). Students will be invited into the program depending on their Year 8 Language class report and teacher recommendation.

Students who choose the Year 9 Language Elective must complete this subject in Semester One and Semester Two. In Year 10, students can choose to continue with both Language choices or continue with one of their Language choices.

### Accelerated French

This is a full year beginner course available at Year 9 and is to be studied alongside another language in the core. **No previous knowledge of French is required.** These courses receive additional class contact time to enable students to reach a standard that allows entry into Year 10 French and beyond.

The topics covered in Accelerated French include food, celebrations, school life, daily routine, shopping, leisure activities family and food. Students also get introduced to the past tense when talking about what they do on the weekend/holidays. These topics allow the students to develop both their language and cultural understanding capabilities regarding their own lives and the lives of others.

## Year 9 Semester-Long Subjects

### HUMANITIES

#### Year 9 Economics and Civics

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A semester long study of Economics and Civics as an elective in Year 9 will benefit students considering commerce subject pathways for Year 10 and beyond. The Economics and Civics elective combines concepts of democracy, law, politics, economics and business in an interdisciplinary manner. Focusing on the structures of the Australian political and legal systems, as well as examining macro and micro-economics, students will build skills such as case study analysis and critical thinking. Students will also explore managing financial risks and rewards. They also examine the changing nature of the workplace and the roles and responsibilities within the workplace environment. Innovations and why businesses need to create a competitive advantage will also be investigated.

#### Year 9 Critical Inquiry

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Critical Inquiry is a semester long study on a Humanities topic as negotiated by the student with their facilitating teacher. The subject will focus on using a problem-based learning structure to encourage students to tap into their passions and interests while connecting strongly with the Victorian Curriculum General Capabilities.

Critical Inquiry provides an opportunity for students for students to learn about an element of Geography or History in more depth. For example in Geography, Critical Inquiry would enable students to learn about the geographical processes that form and transform environments and communities. Contemporary geographical issues and events will be explored, including the roles and responsibilities of individuals, groups and governments. Through their negotiated Critical Inquiry, students will develop the knowledge and understanding to become informed, responsible and active citizens. In History, students would be able to explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. Features of a range of ancient, medieval and modern societies will be explored and students will have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students interested in completing the Critical Inquiry subject will need to have an interview with the Head of Learning - Humanities before being accepted into the subject.



## SCIENCE

### Year 9 Systems Technology

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Systems Technology promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. It provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications.

The course promotes the translation of ideas into the construction and production of integrated systems through guided practical activities. In this unit students will gain an appreciation, knowledge, understanding and practical application of integrating electronics and mechanical systems. Students will have access to equipment, tools and machines to safely undertake a range of practical applications, processes, design and technological activities related to working with systems.

## HEALTH AND PHYSICAL EDUCATION

### Soccer Academy - Invitation Only

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This subject is designed as an extension unit in Physical Education. To be a part of this program you will need to have demonstrated the following:

- Consistency in 'Striving for the Magis' in Year 8 Health and Physical Education
- A 'B' average in Health and Physical Education in Year 8
- Participation in the ACS Soccer program

This subject is Physical Education taught through a soccer lens. Both the theoretical and practical components of this subject will focus on developing each student's game sense and awareness, and developing tactics utilised in soccer. Skill development will focus on a biomechanical and sports science approach. Students will also investigate coaching styles, techniques and approaches.

**Students will be expected to participate in all practical sessions, wear the required attire and attend all ACS soccer training sessions.**

### Basketball Academy - Invitation Only

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This subject is an extension unit in Physical Education. To be a part of this program you will need to have demonstrated the following:

- Consistency in 'Striving for the Magis' in Year 8 Health and Physical Education
- A 'B' average in Health and Physical Education in Year 8
- Participation in the ACS Basketball program

This subject is Physical Education taught through a basketball lens. Both the theoretical and practical components of this subject will focus on developing each student's game sense and awareness, and developing tactics utilised in basketball. Skill development will focus on a biomechanical and sports science approach. Students will also investigate coaching styles, techniques and approaches.

**Students will be expected to participate in all practical sessions, wear the required attire and attend all ACS Basketball training sessions.**

## PRODUCT DESIGN

### Year 9 Design & Technology: Textiles

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Year 9 Textiles develops student's skills in sewing and design work. Students work from a design brief and develop skills through investigation, design, planning, production and evaluation process. This unit is an excellent introduction and preparation to progress further into Year 10 Textiles.

Students are taught machine sewing skills and safety guidelines associated with the operation of a Bernina sewing machine and use of textiles equipment. Students are introduced to the use of a commercial pattern. Students undertake a Personal Fashion Profile and research their own personal preferences in fashion creating a mood theme board of their personal favorites and research clothing styles. They produce textiles products such as a pencil case and designer shorts; including decorative aesthetic finishing techniques. Students will be encouraged to apply their knowledge in the creative application of machine sewing.

Students are introduced to the basic principles of fashion drawing techniques and produce a fashion illustration through the application of design and colour rendering. Students are introduced to Design Folio work that incorporates inspiration research and visual presentation.

Pattern Construction and Design is studied where students are encouraged to make their own design choices in the selection of materials for shorts and decorative features incorporated in pocket design construction.

### Year 9 Design & Technology: Wood

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In this unit, students build on design and construction skills developed in Year 8. They further develop skills in designing, planning and construction techniques whilst practising cutting joints and finishing techniques to make a compact storage device of their own design. Students are taught safety requirements of operating machinery and equipment and joint construction processes that can be incorporated into their products.

Students acquire fundamental skills in the effective use of small hand tools and machinery in the practical application of using materials and processes. Students will use design research inquiry skills, relevant to practical problem solving and use computer technology to design their product. On completion of their product students will evaluate their chosen design option. Students design a product that is functional and fulfils a specific purpose for intended use.





## Year 9 Food Studies

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Year 9 Food Studies builds on skills acquired in Year 8, this course looks at the origins of the food that we eat and investigates the environmental impacts of growing and consuming food. Students will be encouraged to question and use enquiry-based learning throughout the semester. The course encourages students to investigate, design, produce and evaluate a wide variety of food products, allowing students to prepare food competently and independently as well as make healthy food choices.

The unit commences with an investigation into food styling and presentation sustainability, and looks at environmental issues in food, the origins of food, vegetarian diets, and Australia's appreciation and enjoyment of take-away food. Food safety and hygiene practices and the nutritional properties of foods are important elements in the course of study. Students analyse and evaluate recipes and design their own dishes from design briefs. Students will undertake a practical lesson each week, during which they will gain competence in the use of a wide range of tools and equipment within the Food Studies Kitchen.

This unit is an excellent introduction and preparation to progress further into Year 10 Food Studies.

Loyola College is committed to providing, as far as practicable, a safe learning environment for all its students. This duty of care includes students who experience anaphylactic reactions due to allergies or intolerances to food products. The College ensures that peanut products are not included as ingredients in any Food Studies recipes. Full disclosure of any anaphylactic allergies will need to be communicated to the relevant teaching staff member prior to commencing this unit.

## TECHNOLOGY

### Year 9 Digital Technologies

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This subject focuses on developing understanding and skills in computational thinking. This unit provides students with industry Information Communication and Technology (ICT) tools to transform their learning and to enrich their learning environment. Topics include emerging technologies (artificial intelligence, e-Waste, Virtual Reality, Augmented Reality, DJI Drones Programming, Sphero Bolt Programming), spreadsheets, computational thinking and Python programming.

Students will investigate the role of hardware and software in managing, controlling and securing the access to data in networked digital systems. Students will develop techniques for acquiring, storing and validating quantitative and qualitative data considering privacy and security requirements. Students will analyse and visualize data to create information, to address problems and model processes using structured data. Python coding will also be introduced to develop the students' programming skills.

Opportunities exist to design a digital system, for a user experience, evaluating alternative designs considering functionality, accessibility, usability and aesthetics. Students create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities. Students plan and manage projects using interactive and collaborative approach, identify risks, considering safety and sustainability. ICT tools such as Thonny, Canva, REPL.IT, Microsoft Excel, Microsoft Word and TinkerCad to create information products.

Year 9 Digital Technologies would be suitable for students who have an interest in emerging technologies, information technology, problem-solving, designing, programming, spreadsheets and multimedia.

## PERFORMING ARTS

### Year 9 Dance

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Dance in Year 9 involves students expanding on their dance building skills and dance technique. Students study choreographic skills to create and choreograph dance works that express an idea/emotion/story. Students are exposed to the works of contemporary choreographers.

The final assessment requires students to create a group dance performance that is supported with a performance analysis, costume design, lighting design and a music composition. Dance technique includes a thorough understanding of warming up, stretching, cooling down and contemporary dance technique. Theory includes 'Safe Dance' practices and an understanding of basic anatomy.

### Year 9 Drama

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In Drama at Year 9, students are able to further develop skills such as changing your voice, body movements and facial expressions to become different characters. Students will also begin to learn about eclectic theatre; drama does not always have to imitate real life. Students will explore this new concept by learning about transformation of characters, objects and places. Students will learn about the Theatrical style of epic theatre and its conventions and apply this to their work.

Students will also work through some element of Theatre Studies to equip them with the skills to choose the subject at Year 10. This will include reading and performing a script and researching areas of stagecraft including Lighting, Sound, Makeup, Costume, Sets and Props.

### Year 9 Music

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Students wishing to enter the music elective at Year 9 must meet a minimum requirement in performance (including reading conventional notation) and theory on their chosen instrument or voice.

The course aims to provide a rich and varied experience for young musicians. They will have the opportunity to play and study arrangements in a number of different styles which may include; Funk, Jazz, Classical, Pop, Rock, and Blues.

Students will have the opportunity to arrange and compose their own music to develop theory skills. They will learn how to appreciate music and the factors affecting performance using the elements of music as a basis. Aural training through singing forms a component of the course.

The course aims to prepare students for further studies in Music at VCE level. Students admitted to the course are encouraged to take individual instrumental lessons on their major instrument. An important work requirement is therefore 'Solo/ Group performance/' where each student will prepare a piece of music and perform it for the class.



## VISUAL ARTS

### Year 9 Art

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Students continue to develop their artistic practice in Year 9 in order to increase and deepen the understanding of how the art elements and principles can be manipulated to focus attention and generate ideas. There is a wide range of practical components within this unit, resulting in the creation and development of two and three dimensional artworks using techniques such as drawing, painting, printmaking and sculpture.

The study of Art in Year 9 involves both practical and theoretical work. By looking at art made by others, students gain knowledge and understanding of our society's beliefs, values, attitudes and ways of life, and with this gain knowledge of themselves.

### Year 9 Digital Art

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Students will use computer software to create digital artworks. They will learn a range of photographic and mixed media techniques that will help form the basis of their own artworks. Students will learn how to edit photographs, create digital imagery and manipulate the moving image.

Students will research, discuss and write about artworks. They will develop a folio to document their ideas, research, skill development and working processes.

### Year 9 Media

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The Year 9 Media course is a balance of theoretical and practical tasks. Students explore film narrative in depth through film analysis and research which allows them to develop their knowledge of film making techniques.

Students apply newfound skills to create a variety of their own digital comic creations, film productions, including formats such as stop-motion animation. Areas focused on are pre-production, audience engagement and storyboarding, as well as practical stop-motion animation techniques.

During the production stages, students are required to build a set, make characters, film and edit their own 1 to 2-minute stop-motion animation using digital editing technologies.

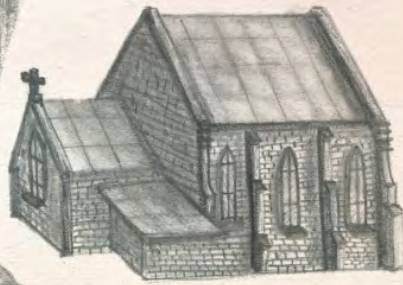
## Year 9 Visual Communication Design

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Communication is a vital aspect of our society, and the ability to use the visual medium to communicate with others is an important skill that can be developed with study and practice. The Year 9 course focuses on the design processes involved in creating visual communications.

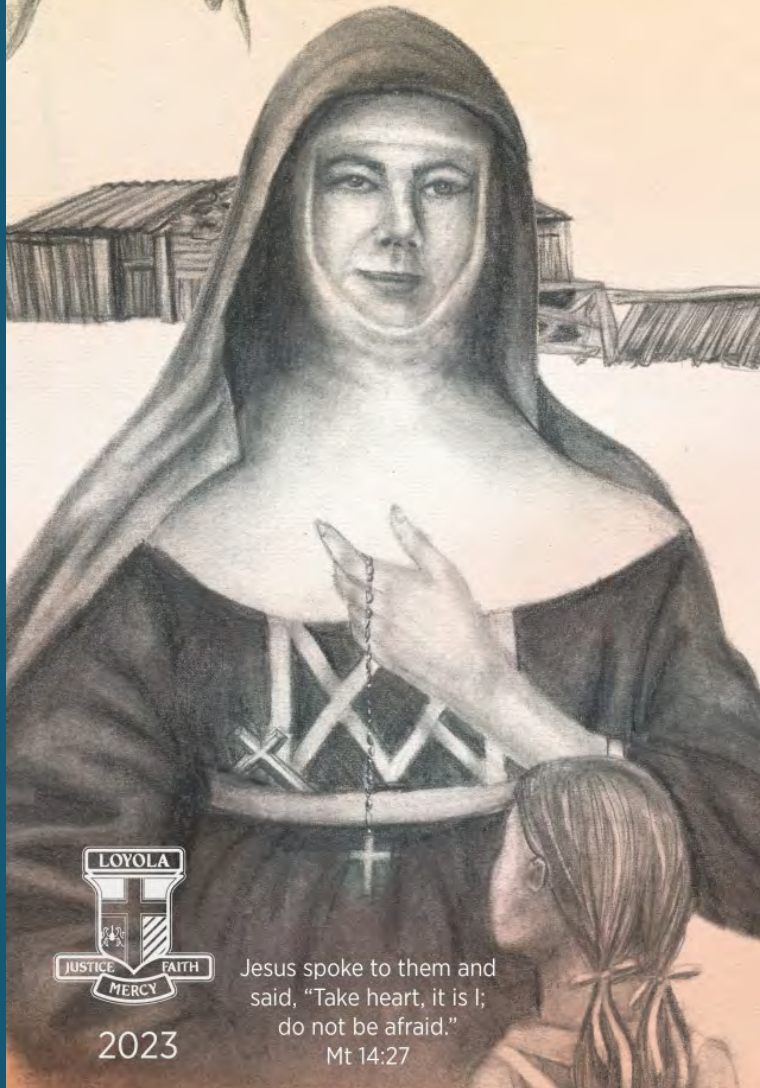
The areas of study include instrumental and freehand drawing, rendering techniques and illustration using Design Elements and Principles with a focus on typography. Students learn how to apply two- and three-dimensional drawing methods while creating a range of visual communications suitable for different applications and purposes.

Practical topics include the creation of a one-point perspective interior or exterior and an isometric drawing of a structural design. Students will use hand drawn and digital techniques in the creation of their designs, and theory components look at the analysis of selected visual communications.



# Go on with strength and courage

- St Mary of the Cross MacKillop



2023

Jesus spoke to them and said, "Take heart, it is I; do not be afraid."  
Mt 14:27