## Queenwood Curriculum

### QUEENWOOD CURRICULUM STATEMENT YEARS 7 - 10

<table>
<thead>
<tr>
<th>KEY LEARNING AREAS</th>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong> (7-10)</td>
<td>Language/Literature (150)</td>
<td>Language/Literature (150)</td>
<td>Language/Literature (150)</td>
<td>Language/Literature (150)</td>
</tr>
<tr>
<td></td>
<td>400 hrs BOS 600 hrs Queenwood</td>
<td>600 hrs BOS 600 hrs Queenwood</td>
<td>600 hrs BOS 600 hrs Queenwood</td>
<td>600 hrs BOS 600 hrs Queenwood</td>
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<td></td>
<td>400 hrs BOS 600 hrs Queenwood</td>
<td>600 hrs BOS 600 hrs Queenwood</td>
<td>Pathways 5.1, 5.2, 5.3</td>
<td>Pathways 5.1, 5.2, 5.3</td>
</tr>
<tr>
<td><strong>SCIENCE</strong> (7-10)</td>
<td>Integrated (150)</td>
<td>Integrated (150)</td>
<td>Integrated (150)</td>
<td>Integrated (150)</td>
</tr>
<tr>
<td></td>
<td>400 hrs BOS 600 hrs Queenwood</td>
<td>600 hrs BOS 600 hrs Queenwood</td>
<td>600 hrs BOS 600 hrs Queenwood</td>
<td>600 hrs BOS 600 hrs Queenwood</td>
</tr>
<tr>
<td><strong>HUMAN SOCIETY AND ITS ENVIRONMENT</strong></td>
<td>History (75) Geography (75)</td>
<td>History (75) Geography (75)</td>
<td>History (75) Geography (75)</td>
<td>History (100) Geography (100)</td>
</tr>
<tr>
<td></td>
<td>Australian Geography 100 hrs BOS 175 hrs Queenwood</td>
<td>Australian History 100 hrs BOS 175 hrs Queenwood</td>
<td>World Studies (75)</td>
<td>Commerce (150)</td>
</tr>
<tr>
<td></td>
<td>100 hrs BOS 175 hrs Queenwood</td>
<td>100 hrs BOS 175 hrs Queenwood</td>
<td>100 hrs BOS 175 hrs Queenwood</td>
<td>100 hrs BOS 175 hrs Queenwood</td>
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<td></td>
<td>100 hrs BOS 125 hrs Queenwood</td>
<td>100 hrs BOS 125 hrs Queenwood</td>
<td>100 hrs BOS 175 hrs Queenwood</td>
<td>100 hrs BOS 175 hrs Queenwood</td>
</tr>
<tr>
<td><strong>TECHNOLOGICAL AND APPLIED STUDIES</strong></td>
<td>Technology (100)</td>
<td>Technology (100)</td>
<td>Design and Technology (150) Information &amp; Software Technology (150)</td>
<td>Design and Technology (150) Information &amp; Software Technology (150)</td>
</tr>
<tr>
<td></td>
<td>(7-10) 200 hrs inc 50 hrs Computing BOS and Queenwood</td>
<td>200 hrs inc 50 hrs Computing BOS and Queenwood</td>
<td>200 hrs inc 50 hrs Computing BOS and Queenwood</td>
<td>200 hrs inc 50 hrs Computing BOS and Queenwood</td>
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<tr>
<td></td>
<td>100 hrs Visual Arts BOS 100 hrs Queenwood 100 hrs Music BOS 100 hrs Queenwood</td>
<td>100 hrs Visual Arts BOS 100 hrs Queenwood 100 hrs Music BOS 100 hrs Queenwood</td>
<td>100 hrs Visual Arts BOS 100 hrs Queenwood 100 hrs Music BOS 100 hrs Queenwood</td>
<td>100 hrs Visual Arts BOS 100 hrs Queenwood 100 hrs Music BOS 100 hrs Queenwood</td>
</tr>
<tr>
<td><strong>PERSONAL DEVELOPMENT, HEALTH &amp; EDUCATION</strong></td>
<td>Personal Development (25) Outdoor Education Camps (4 days) Physical Education/Health (75)</td>
<td>Personal Development (15) Outdoor Education Camps (5 days) Physical Education/Health (75)</td>
<td>Personal Development (15) Outdoor Education Camps (5 days) Physical Education/Health (75)</td>
<td>Personal Development (15) Outdoor Education Camps (5 days) Physical Education/Health (75)</td>
</tr>
<tr>
<td></td>
<td>300 hrs BOS 370+ hrs Queenwood</td>
<td>300 hrs BOS 370+ hrs Queenwood</td>
<td>300 hrs BOS 370+ hrs Queenwood</td>
<td>300 hrs BOS 370+ hrs Queenwood</td>
</tr>
</tbody>
</table>

1 period per cycle/pa = 25 hours

Key: Regular Type = Core Subjects
     Italic Type = Elective Subjects
     Numbers = Hours given to subjects per year
CURRICULUM AT QUEENWOOD YEARS 7 - 10

The Education Reform Act 1990 (NSW) divides secondary education into eight Key Learning Areas. These are -
- English
- Mathematics
- Science
- Human Society and its Environment
- Languages
- Technological and Applied Studies
- Creative Arts
- Personal Development, Health and Physical Education

The curriculum for secondary school students during Years 7 to 10 must include courses in each of the eight Key Learning Areas. Students must study courses in English, Mathematics, Science and Human Society and its Environment each year. The courses of study in the other Key Learning Areas need not be provided during each year. As well as these requirements there are mandatory studies which must be completed during Years 7 to 10 in Australian History, Australian Geography, Technological and Applied Studies, Creative Arts, Languages Other Than English and Personal Development, Health and Physical Education. All schools are required to deliver programs of study that comply with the requirements of BOSTES syllabuses. For schools that are accredited the courses must also satisfy the prescribed hours for the Record of School Achievement and be based on the outcomes of BOSTES syllabuses. Queenwood complies with these requirements and exceeds prescribed hours in some cases. BOSTES has developed new NSW K–10 syllabuses for English, Mathematics, Science, History and Geography, incorporating the Australian curriculum. Phased implementation of the new syllabuses began in 2014.

The following table illustrates the Key Learning Areas and Subjects studied at Queenwood:

<table>
<thead>
<tr>
<th>Key Learning Areas</th>
<th>Subjects at Queenwood Years 7 - 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English (Years 7 – 10)</td>
</tr>
<tr>
<td></td>
<td>Literacy Enhancement (Year 8)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics (Years 7 – 10)</td>
</tr>
<tr>
<td></td>
<td>Moving through the Pathways of 5.1, 5.2 and 5.3</td>
</tr>
<tr>
<td>Science</td>
<td>Science (Years 7 – 10)</td>
</tr>
<tr>
<td></td>
<td>Explorations (Year 8)</td>
</tr>
<tr>
<td>Human Society and its Environment</td>
<td>History (Years 7 – 10)</td>
</tr>
<tr>
<td></td>
<td>Geography (Years 7 – 10)</td>
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<tr>
<td></td>
<td>Commerce (Years 9 – 10)</td>
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<tr>
<td></td>
<td>World Studies (Year 8)</td>
</tr>
<tr>
<td>Languages</td>
<td>French (Years 7-10, Year 7 Mandatory)</td>
</tr>
<tr>
<td></td>
<td>German (Years 8 – 10)</td>
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<tr>
<td></td>
<td>Japanese (Years 8 – 10)</td>
</tr>
<tr>
<td></td>
<td>Latin (Years 8 – 10)</td>
</tr>
<tr>
<td>Technological and Applied Studies</td>
<td>Technology (Years 7 and 8 Mandatory)</td>
</tr>
<tr>
<td></td>
<td>Coding (Year 8)</td>
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<tr>
<td></td>
<td>Design and Technology (Years 9 – 10)</td>
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<tr>
<td></td>
<td>Information and Software Technology (Years 9 – 10)</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Drama (Years 9 – 10)</td>
</tr>
<tr>
<td></td>
<td>Music (Years 7 – 10, Years 7-8 Mandatory)</td>
</tr>
<tr>
<td></td>
<td>Visual Arts (Years 7 – 10, Years 7-8 Mandatory)</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Physical Education, Health (Years 7 – 10)</td>
</tr>
<tr>
<td>Personal Development</td>
<td>Personal Development (Years 7 – 10)</td>
</tr>
</tbody>
</table>
Common Courses Year 7 - 10

The following are core courses at Queenwood in Years 7 to 10:
- English
- Mathematics
- Science
- History
- Geography
- Personal Development, Health and Physical Education (PDHPE)

Years 7 and 8
In Years 7 and 8 students undertake the following subjects:
- English
- Mathematics
- Science
- History
- Geography
- French
- Technology
- Visual Arts
- Latin
- Music
- PDHPE

In addition to the core subjects, students in Year 8 choose two of the following elective subjects:
- French (continued from Year 7)
- German
- Japanese
- Latin
- Explorations
- World Studies
- Coding
- Literacy Enhancement

Years 9 and 10
In Year 9 students undertake the following subjects and continue them into Year 10:
- English
- Mathematics
- Science
- History
- Geography
- PDHPE

In addition students choose two of the following elective subjects:
- French*
- German*
- Japanese*
- Latin*
Commerce
Information and Software Technology
Drama
Music
Design and Technology
Visual Arts

* continued from Year 8
**COMMERCE**

**HEAD OF DEPARTMENT: Mrs Zoe Thompson B Economics (Hon) MA Teaching**

Commerce provides the knowledge, skills, understanding and values to help students make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and gives them the skills to manage their own finances.

Central to the course is the development of an understanding of the relationships between consumers, business and governments in the overall economy. Through the investigation of these relationships, students apply problem-solving strategies which incorporate the skills of analysis and evaluation.

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. Students develop skills in:
- effective research and communication
- decision making
- working independently and collaboratively
- Information and Communication Technologies (ICT)

Through the study of Commerce students learn to value and appreciate:
- ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues
- fundamental rights, rules and laws that promote fairness, justice and equity in our society through responsible and active citizenship

The Commerce course is structured as a series of topics which are developed over Years 9 and 10.

The four Commerce core topics studied are:
- Consumer choice (Year 9)
- Personal finance (Year 9)
- Law and society (Year 10)
- Employment issues (Year 10)

These topics are followed by optional areas of study including:
- Promoting and selling
- Global links
- Investing
- E-Commerce
- Running a Business
- Political involvement
- Our economy

Commerce provides an excellent foundation to a range of Social Science courses in both the IB and HSC. These include Business Studies (HSC) and Economics (Both HSC and IB).
DESIGN AND TECHNOLOGY

HEAD OF DEPARTMENT: Ms M Lomm M Art (Hons) B Art Ed (Hons)

Design and Technology builds on the Technology (Mandatory) course. Students will design and develop projects that require a diversity of approaches. This “provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.”

Design and Technology Years 7-10 Syllabus 2003

What will students learn to do?

YEAR 9
Product Design
Reclaiming Purpose
The days of lighting for purely functional purposes are over! Shades and fittings have evolved to the point where they are an intrinsic part of interior design. Students design and create a sustainable light for an interior space using paper and timber. Through study of lighting design and manipulation of a range of materials, students produce a contemporary light source.

Jewellery Design
Tangible Moments
We are living in a vibrant society where individuality and self-expression are becoming increasingly important. Jewellery design is an area of specialisation where the focus is placed upon new ways to adorn and highlight areas of the body. Students will extend upon previously learned jewellery forming techniques to create pieces from resin, metal and found objects that represent a piece of their own contemporary cultures.

YEAR 10
Fashion Design
Slow the Cycle
In contemporary society “Green is the new black” and the idea of eco-fashion is impacting on all aspects of the textile & fashion industry from production to marketing. Students design and create a fashion item using textiles and fabric manipulation techniques. Each student constructs a one-off garment using moulagé (draping) patternmaking and eco-friendly design application.

Graphic Design
Unpack + Print
In the design industry companies are becoming increasingly aware of the impact and benefit of brand awareness. Students through looking at contemporary designs engage with the idea that individual concepts can be communicated through a range of graphic media. They develop a body of work to rebrand a company’s signature stores with a range of products.
Drama provides students with experiences in which the intellect, emotions, imagination and the actual body are involved and developed through expression, performance, observation and reflection. It fosters an understanding of continuity and change, and offers an understanding of the connections between different times and cultures.

In the Drama Syllabus Years 9-10, the processes and performances of drama are valued equally. The syllabus draws on the contemporary practices of making, performing and appreciation of drama. While students develop knowledge, understanding and skills that pertain to each of the individual practices, the integration of experiences in these areas is a vital part of the dramatic process.

The collaborative nature of drama encourages a cooperative approach through the medium of enactment. Students investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences.

Drama is an elective subject in Year 9 and 10.

Course Content

In Year 9, Drama begins with Physical theatre and Improvisation followed by preparation for the new Drama Festival called Welcome To My Day, in the form of Duologues and Group scenes. Students attend the Sydney Trapeze School. In Term 2, students investigate Puppetry and conventions in 5th century Greek Theatre. They study the play Antigone by Sophocles. Term 3 involves Costume Design. In Term 4 One Act plays are rehearsed and performed before a public audience.

In Year 10 the focus is on rehearsal for the Welcome To My Day Festival and Dramatic Criticism. Term 2 investigates Commedia dell’Arte and Laban Movement. In Term 3 One Act plays are written. Term 4 involves the presentation of the Term 3 One Act plays.

Assessment is a combination of formats: workshop, workshop rehearsals, performance in class, public performance, script writing, log books as journals, theatre review and formal exams. In group work, the attitude and commitment of students is part of the assessment process and acts as one of the criteria. Students in Years 9 and 10 begin to learn how to evaluate the contribution of individuals within a group work and development context.
INFORMATION AND SOFTWARE TECHNOLOGY

HEAD OF DEPARTMENT: Mr B Johnson B Ed (Mathematics/Computing) Dip Ed (Mathematics) Grad Dip Ed (Computing) BMET

Aim
As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information and software technology. They can develop interest in, enjoyment of and critical reflection about information and software technology as an integral part of modern society.

Knowledge and Understanding

There are no prerequisites for the study of Information and Software Technology in Years 9–10. It is an elective course which builds upon the knowledge, skills and experiences developed in the Technology (mandatory) Years 7–8 syllabus and through Information and Communication Technologies (ICT) content embedded across the curriculum.

This course integrates the study of core content within the context of options delivered through projects. All theory work is delivered online through Pearson Places Website, so your notes and activities are organised and stored for you. You will learn all the fundamental computing skills necessary for you to use computers confidently. The following table shows how the course is organised.

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Media:</strong></td>
<td><strong>Programming</strong>-using</td>
</tr>
<tr>
<td>Desktop</td>
<td>Scratch, LEGO NXT and</td>
</tr>
<tr>
<td>Publishing, Editing</td>
<td>IPAD app Software, Learn</td>
</tr>
<tr>
<td>Photos, Editing</td>
<td>how to design and create</td>
</tr>
<tr>
<td>Music, Creating</td>
<td>programs, control robots,</td>
</tr>
<tr>
<td>Comics and Animations</td>
<td>program apps. Extension,</td>
</tr>
<tr>
<td>Editing Videos</td>
<td>Learn the basics of</td>
</tr>
<tr>
<td>Learn how to use</td>
<td>programming in Python</td>
</tr>
<tr>
<td>Adobe In Design,</td>
<td></td>
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<tr>
<td>Adobe Photoshop/</td>
<td></td>
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<tr>
<td>Flash, Audacity,</td>
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<tr>
<td>Imovie</td>
<td></td>
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<tr>
<td><strong>The Internet:</strong></td>
<td><strong>Multimedia:</strong></td>
</tr>
<tr>
<td>Research and Website</td>
<td>Learn how to develop an interactive</td>
</tr>
<tr>
<td>Design, introduction</td>
<td>presentation, a digital</td>
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<tr>
<td>to Dreamweaver</td>
<td>story.</td>
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<tr>
<td>software</td>
<td></td>
</tr>
<tr>
<td><strong>Robotics:</strong></td>
<td><strong>Movie making:</strong></td>
</tr>
<tr>
<td>Research the world</td>
<td>Learn how to use Adobe Premiere to</td>
</tr>
<tr>
<td>of Robotics, build</td>
<td>create and edit a short film</td>
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<tr>
<td>and program your</td>
<td></td>
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<tr>
<td>own LEGO robot.</td>
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</tr>
</tbody>
</table>
LANGUAGES

HEAD OF DEPARTMENT: Mrs A Fenwick, BA (Hons) French; PGCE

At Queenwood languages are rich and vital parts of the curriculum, essential in broadening horizons, challenging perspectives and in developing intellectual discipline. Language proficiency is not only increasingly valued, but becoming an essential requirement in the business, artistic and scientific communities.

The study of a language:

- enriches learners intellectually, educationally and culturally
- enables learners to communicate across cultures
- contributes to social cohesiveness through better communication and understanding
- further develops the existing linguistic and cultural resources in our community
- contributes to our strategic, economic and international development
- enhances employment opportunities and career prospects for the individual

The structure of Language study at Queenwood

Girls study French in Year 7 and they also complete one term of Latin study. As of Year 8, girls may:

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue with French</td>
<td>Continue with French</td>
</tr>
<tr>
<td>Continue with Latin</td>
<td>Continue with Latin</td>
</tr>
<tr>
<td>Begin Japanese studies</td>
<td>Begin German studies</td>
</tr>
<tr>
<td>Begin German studies</td>
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</tr>
</tbody>
</table>

From Years 7 to 10 Language courses at Queenwood are structured in such a way as to make them immediately relevant to the students' family, school, hobbies and lives in general. Emphasis is placed on developing strong productive and receptive skills, being able to use the language in realistic situations, as well as gaining an accurate grasp of the building stones of grammar.

Topics include:

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>family</td>
<td>part time work</td>
<td>health</td>
</tr>
<tr>
<td>friendships</td>
<td>daily routine</td>
<td>relationships</td>
</tr>
<tr>
<td>leisure</td>
<td>social activities</td>
<td>past events</td>
</tr>
<tr>
<td>travel</td>
<td>shopping</td>
<td>future plans</td>
</tr>
</tbody>
</table>
FRENCH

French in Year 7 offers the chance to have fun, achieving mastery in simple accurate French about everyday topics: family, hobbies, school, and friends. We place emphasis on developing speaking and listening skills, being able to use the language in realistic situations, as well as developing accurate reading and writing skills. These skills are then built and developed upon through Years 8 to 10, as nuances to the language are introduced and the girls begin to manipulate the language with greater authenticity.

LATIN

The Year 7 Latin course gives an introduction to the Latin language and the demands of an inflected language. We use the Cambridge Latin Course which is a reading course, where the girls are introduced to points of grammar through reading short stories. The book is set in Pompeii and we investigate many aspects of Roman life. Grammar and reading continues to be developed in Years 8 to 10 and translation becomes a more significant part of the workload as girls learn the art of reading Latin out loud.

JAPANESE

Japanese enables girls to interact with a major Asian culture. Girls quickly and proudly master the hiragana and later the katakana and kanji scripts. They build up language communication skills in simple situations relevant to young people’s lives and enjoy some of the aspects of contemporary Japanese life such as karaoke, animation, sumo and sushi. In addition to the valuable language skills, the cultural knowledge they acquire greatly enriches their outlook and understanding.

GERMAN

German is a major European language with a rich cultural heritage. Girls enjoy communicating in this cousin language to English, using a variety of contemporary materials from texts, magazines, television and a variety of digital media. Girls gain an accurate grasp of the building stones of grammar in speaking and writing, using the language of the everyday life and interests of teenagers in both Australian and German-speaking environments. In addition to other cultural pursuits, cooking and sampling German food is always popular.
Music forms an integral part of the overall curriculum offered at Queenwood and is available to students of all abilities, with opportunity for Gifted and Talented students to be enriched.

Music as a subject is compulsory in Stage 4 (Years 7 and 8) to fulfil the mandatory BOSTES requirements. It not only consolidates the music foundation established in Primary School but also introduces students to a broader spectrum of music and further develops their knowledge and application of the Concepts of Music through a variety of Performing, Composition and Listening activities.

Technology is integrated into all the learning areas and different genres of music are explored. Year 8 Music builds on the skills and concepts introduced in Year 7 through the study of different topics such as Film Music and Australian Music. By the end of Year 8 students will have the basic skills and concepts necessary to undertake music as an elective subject.

Music is available as an elective subject from Year 9 through to Year 12. Years 9 and 10 elective music have a strong emphasis on performance, compositional work, aural skills and musicalological analysis through prescribed areas set out in the syllabus. Once again, these areas are as diverse as the interests of the students. Some of the topics studied include Popular Music, Music for Small Ensembles, Australian Music, Jazz, music history, Art Music of the 20th and 21st Century e.g. Minimalism, World Music and Music for Theatre. Students are encouraged to perform individually as well as in small or class ensembles. Elective music students are also able to develop skills in live and studio recording techniques using the equipment in the Recording Studio.

In addition to the classroom curriculum, it is essential that students who choose elective Music are learning an instrument or studying singing as a performance area. All elective students are required to be involved in at least one music ensemble run by the school. Ideally, the Senior Choir and at least one instrumental ensemble (see below)

Queenwood offers a variety of Ensembles for students to participate in, including:

- Senior Choir (open to all students)
- Astra Singers (by audition for girls in Years 9 – 12)
- Take Note Vocal Ensemble (by audition for girls in Years 7 – 9)
- Orchestra (minimum of AMEB level 3 skills, or equivalent)
- String Orchestra (open to string players of all abilities)
- Symphonic Wind Ensemble (minimum of AMEB level 3 skills, or equivalent)
- Jazz Band (by invitation for advanced saxophone, brass and rhythm section)
- Group Ensembles (Flute, Guitar, Cello Ensembles, etc.) offered as required.
- Percussion Ensemble (open to all students)
- Chamber Music Groups (Trios, Quartets etc. for Gifted and Talented students)
- Pianists are encouraged to learn another instrument or are regularly asked to accompany the choirs or play the hymns at assemblies.
Queenwood also has a very extensive individual tutoring program in place. Students are able to have private lessons throughout the school day on various instruments, including the voice. Limited instruments are also available for hire. This system is very convenient as it frees up after hours for other activities, such as sport or debating. However, it is expected that students participating in our tutor program are involved in our ensemble program as soon as they are reasonably proficient.

The overall aim of Music at Queenwood is that students enjoy music and are able to appreciate all styles of music so that it becomes a valued part of their lives.
VISUAL ARTS

HEAD OF DEPARTMENT: Ms M Lomm MA Art Ed (Hons) B Art Ed (Hons)

The Mandatory course provides significant core experiences in the Visual Arts for all students in Years 7 and 8. This course meets the Board of Studies requirements of 100 hours in Visual Arts.

The Visual Arts Course in Years 7 and 8 at Queenwood involves the student in integrated experiences of making artworks and studying artworks.

Students are provided with opportunities to participate in a broad range of artmaking activities. These involve the art forms of drawing, painting, sculpture, photography, and printing. Students are also involved in creating and using signs and symbols as part of their artmaking processes.

Students will also become familiar with the ways in which Visual Arts function in terms of the Subjective, Cultural, Structural and Postmodern perspectives.

Students develop an understanding of the Conceptual Framework as they investigate the relationships that exist between the artist, artwork, world and audience.

Students engage in the practice of artmaking as well as studying the practice of critics and art historians.

Students in Visual Arts are required to keep a Visual Arts diary which records their explorations, discoveries, experiments and theory component of the course.

At Queenwood we encourage individual students to develop an artmaking practice which enables them to think and act creatively and in doing so, develop a positive self-concept.

Years 9 and 10

The Visual Arts course in Years 9 and 10 builds on the Mandatory course in Years 7 and 8 and extends students in the practice of artmaking, art criticism and historical studies.

The concept of building a body of work has been introduced in Years 9 and 10 to provide opportunities for students to make artworks in a sustained way. Students are involved in a range of forms including drawing, painting, printmaking, photography and mixed media in Year 9 and drawing, sculpture, photography and animation in Year 10. As part of their artmaking practice, students keep a Visual Arts diary which records their achievements and experiments in practical work.
Artmaking
In Semester 1, Year 9 students explore subject matter relating to the cycles of nature as evident around the shoreline of Balmoral Beach. In Semester 2, students explore the genre of portraiture producing a large canvas painting. In both these topics students use a range of media to express their points of view. Year 10 students investigate the Figure as a source of ideas, concepts and subject matter in Visual Arts. In Semester 1 students develop their skills in 3D art forms in exploring the figure through an investigation of Modernism. In Semester 2, students extend their skills by exploring Postmodernist approaches within social issues using photography and stop animation film. Students develop a body of work that demonstrates increasing autonomy in the making of artworks.

Critical and historical studies
In critical and historical studies students in Year 9 examine the relationships that existed between artworks and the world in which they were produced. Students study a range of artists from Australia and are given a historical background of the periods in art as related to the genre or topic understudy.

Critical and historical studies in Year 10 involve students in studies of Renaissance art and twentieth century artists and contemporary filmmakers. In particular, students will look at the relationships that exist between the artist, artwork, audience and world. Students consider the way that the Subjective, Cultural, Structural and Postmodern Frames affect meaning and values in the works that they investigate.