



ORARA

High School

Opportunity Innovation Success

Year 9
Yearly Overview
2021

ENGLISH

	1	2	3	4	5	6	7	8	9	10
TERM 1	<p>Title of Unit: Would I Lie To You? The Language of Persuasion Unit info: Students expand their understanding of quality persuasive texts and quality persuasive writing, in order to develop their understanding of codes and conventions and the concept of argument. Outcomes: EN5-1A, EN5-2A, EN5-3B Textual Concept: Codes & Conventions and Argument Assessment: creation and evaluation of a digital advertisement Assessment due: Week 8, Term 1</p>								<p>Title of Unit: Shakespearean Comedy See term 2 info</p>	
	<p>Title of Unit: The Spoken Word Unit info: Students will study the historical evolution of traditional and contemporary poetic forms and consider the representation of changing attitudes and personal and public worlds within and through poetry They will examine persuasive language, rhetoric and oratory through the critical analysis of famous speeches and learn about rhetorical and oratorical techniques. They will learn to build an argument, employing the use of logic and clear thinking and considering audience/purpose/context. They will deliver spoken texts, demonstrating understanding of performance skills. Outcomes: EN5-2A, EN5-4B, EN5-5C, EN5-9E Textual Concept: Point of View (Tone) Assessment: Composition and delivery of spoken texts and critical analysis of spoken texts Assessment due: Week 8, Term 2</p>								<p>Title of Unit: Extension of The Spoken Word and Skill Development Unit Info: With teacher guidance, students further explore The Spoken Word through the study of supplementary texts, writing tasks, textual analysis and/or researching a particular element of Point of View that interests them.</p>	
TERM 2	<p>Title of Unit: Shakespearean Comedy Unit info: Students are introduced to Shakespeare, his work and the context of Shakespearean England. Students learn about Shakespearean Comedy genre conventions through comparison of the original play and its film appropriations. They analyse the original play and examine the process of appropriation and intertextuality. They consider how Shakespearean conventions have been adapted to audiovisual text forms for a modern audience in a contemporary context. Outcomes: EN5-2A, EN5-6C, EN5-9E Textual Concept: Literary Value Assessment: Critical Essay extended response (In class task) Assessment due: Week 4, Term 3</p>								<p>Title of Unit: Character and Perspective See term 4 for info</p>	
	<p>Title of Unit: Character and Perspective Unit info: Students will examine the ways a composer represents character to influence audience perspective through the close study of a prose fiction text. They evaluate prose fiction narrative conventions – context, characterisation, narrative structure, theme, style and analyse purpose, audience and context. Outcomes: EN5-4C, EN5-7D, EN5-9E Textual Concept: Character and Perspective Assessment: Character study Assessment due: Week 4 Term 4</p>								<p>Title of Unit: Extension of Character & Perspective and Skill development Unit Info: With teacher guidance, students further explore Character & Development through the study of supplementary texts, writing tasks, textual analysis and/or researching a particular element of the topic that interests them.</p>	
TERM 3	<p>Title of Unit: Character and Perspective Unit info: Students will examine the ways a composer represents character to influence audience perspective through the close study of a prose fiction text. They evaluate prose fiction narrative conventions – context, characterisation, narrative structure, theme, style and analyse purpose, audience and context. Outcomes: EN5-4C, EN5-7D, EN5-9E Textual Concept: Character and Perspective Assessment: Character study Assessment due: Week 4 Term 4</p>								<p>Title of Unit: Extension of Character & Perspective and Skill development Unit Info: With teacher guidance, students further explore Character & Development through the study of supplementary texts, writing tasks, textual analysis and/or researching a particular element of the topic that interests them.</p>	
	<p>Title of Unit: Character and Perspective Unit info: Students will examine the ways a composer represents character to influence audience perspective through the close study of a prose fiction text. They evaluate prose fiction narrative conventions – context, characterisation, narrative structure, theme, style and analyse purpose, audience and context. Outcomes: EN5-4C, EN5-7D, EN5-9E Textual Concept: Character and Perspective Assessment: Character study Assessment due: Week 4 Term 4</p>								<p>Title of Unit: Extension of Character & Perspective and Skill development Unit Info: With teacher guidance, students further explore Character & Development through the study of supplementary texts, writing tasks, textual analysis and/or researching a particular element of the topic that interests them.</p>	
TERM 4	<p>Title of Unit: Character and Perspective Unit info: Students will examine the ways a composer represents character to influence audience perspective through the close study of a prose fiction text. They evaluate prose fiction narrative conventions – context, characterisation, narrative structure, theme, style and analyse purpose, audience and context. Outcomes: EN5-4C, EN5-7D, EN5-9E Textual Concept: Character and Perspective Assessment: Character study Assessment due: Week 4 Term 4</p>								<p>Title of Unit: Extension of Character & Perspective and Skill development Unit Info: With teacher guidance, students further explore Character & Development through the study of supplementary texts, writing tasks, textual analysis and/or researching a particular element of the topic that interests them.</p>	
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MATHEMATICS 5.1

	1	2	3	4	5	6	7	8 OB Test	9	10
TERM 1	Unit 1: Integers, decimals, fractions, ratios and rates Unit info: This unit will give students the opportunity to revise and consolidate their understanding, fluency and problem solving with integers, fractions, decimals and percentages and introduce significant figures. Outcomes: MA5.1-9MG, MA5.1-1WM, MA5.1-2WM Assessment: OB Test Wk 8 Term 1, project term due wk 9 term 2, EOY exam week 5 term 4 (Include NAPLAN practice regularly throughout term 1 & 2 until test)						Unit 2A: Financial mathematics Unit info: In this unit, students will apply their numeracy skills and understanding to financial situations, including earning money, purchasing goods and services, and paying tax. Outcomes: MA5.1-4NA, MA5.1-1WM, MA5.1-2WM Assessment: OB Test Wk 8 Term 1, project term due wk 9 term 2, EOY exam wk 5 term 4 (Include NAPLAN practice regularly throughout term 1 & 2 until test)			
	1 Project given	2	3	4	5	6	7	8	9 Project due	10
TERM 2	Unit 3A: Expressions and equations Unit info: In this unit, students will expand and simplify algebraic expressions and solve linear equations that are more complex. Outcomes: MA4-8NA, MA4-10NA, MA5.1-1WM, MA5.1-2WM Assessment: OB Test Wk 8 Term 1, project term due wk 9 term 2, EOY exam wk 5 term 4		<u>NAPLAN</u>	Unit 3A cont'd: Expressions and Equations		<u>Catch-up or Class-time if needed for project</u>	Unit 4A: Right-angled triangles Unit info: In this unit, students will consolidate their knowledge, skills and understanding of Pythagoras' Theorem and use it to solve problems and trigonometry will be introduced. Outcomes: MA4-16MG, MA5.1-10MG, MA5.1-1WM, MA5.1-2WM Assessment: OB class test wk 7 Term 3, EOY exam wk 5 term 4			
	1	2	3	4	5	6	7 OB class test	8	9	10
TERM 3	Unit 5: Linear relationships Unit info: In this unit, students will learn how straight lines can be represented as $y = mx + b$. They will graph and find midpoint, gradient and length of straight lines. Outcomes: MA5.1-6NA, MA5.1-1WM, MA5.1-2WM Assessment: OB class test wk 7 Term 3, EOY exam wk 5 term 4		Unit 6: Length, area, surface area and volume Unit info: In this unit students will consolidate their understanding of the measurement of length, perimeter, circumference and surface area, solving practical problems involving measurement. Outcomes: MA4-13MG, MA5.1-8MG, MA4-14MG, MA5.1-1WM, MA5.1-2WM Assessment: OB class test wk 7 Term 3, EOY exam wk 5 term 4				Unit 7A: Indices Unit info: In this unit, the bases will become algebraic and students will understand the meaning of negative and fractional powers. They will also use scientific notation and significant figures. Outcomes: MA4-9NA, MA5.1-5NA, MA5.1-9MG, MA5.1-1WM, MA5.1-2WM Assessment: EOY exam wk 5 term 4		Unit 8: Geometry Unit info: In this unit, students will consolidate their knowledge of angles and two-dimensional shapes and look more deeply into the notion of congruence and similarity. Outcomes: MA4-18MG, MA4-17MG, MA5.1-11MG, MA5.1-1WM, MA5.1-2WM Assessment: EOY exam wk 5 term 4	
	1	2	3	4	5	6	7	8	9	10
TERM 4	(some of) Unit 9: Algebra Unit info: In this unit algebraic expressions will be more complex, so students will learn more strategies for simplifying, expanding and factorising. Outcomes: MA4-8NA, MA5.2-6NA, MA5.1-1WM, MA5.1-2WM Assessment: EOY exam wk 5 term 4		<u>Catch-up /Revision</u>	<u>EOY exam</u>	Unit 10: Probability and single variable data analysis Unit info: In this unit, students will become more fluent with the terminology used to describe probability and statistics. They will use Venn diagrams, two-way tables, tree diagrams and arrays to investigate the outcomes and probabilities of chance experiments that involve one, two or more steps. Outcomes: MA5.1-13SP MA5.1-12SP, MA5.1-1WM, MA5.1-2WM Assessment: Observation and year 10 work.					
	1	2	3	4	5	6	7	8	9	10

MATHEMATICS 5.2

	1	2	3	4	5	6	7	8 OB Test	9	10	
TERM 1	Unit 1: Integers, decimals, fractions, ratios and rates Unit info: This unit gives students the opportunity to revise and consolidate their understanding, fluency and problem solving with integers, fractions, decimals and percentages and introduces significant figures and investigates problems involving constant rates of change. Outcomes: MA5.1-9MG, MA5.2-1WM, MA5.2-2WM Assessment: OB Test Week 8 Term 1, project due week 9 term 2, EOY exam week 5 term 4				Unit 2A: Financial mathematics Unit info: In this unit, students will apply their numeracy skills and understanding to financial situations, including earning money, purchasing goods and services, and paying tax. Students will apply the compound interest formula to solve problems. Outcomes: MA5.2-4NA, MA5.2-1WM, MA5.2-2WM Assessment: OB Test Week 8 Term 1, project due week 9 term 2, EOY exam week 5 term 4			Unit 3A: Expressions and equations Unit info: In this unit, students will expand and simplify algebraic expressions and solve linear equations and simple quadratics that are more complex than previously encountered. Outcomes: MA5.2-8NA, MA5.2-1WM, MA5.2-2WM Assessment: OB Test Week 8 Term 1, project due week 9 term 2, EOY exam week 5 term 4			
	1 Project given	2	3	4	5	6	7	8	9 Project due	10	
TERM 2	Unit 3A (cont'd)	NAPLAN PRACTICE / CATCHUP	NAPLAN	Unit 4A: Right-angled triangles Unit info: In this unit, students will consolidate their knowledge, skills and understanding of Pythagoras' Theorem and trigonometry will be introduced. Both will be used to solve word problems, including bearings and angles of elevation and depression. Outcomes: MA5.2-13MG, MA5.2-1WM, MA5.2-2WM Assessment: OB class test week 7 Term 3, EOY exam week 5 term 4			Catch-up or Class-time if needed for project	Unit 5: Linear relationships Unit info: In this unit, students will learn how straight lines can be represented as $y = mx + b$. They will graph and find midpoint, gradient and length of straight lines, understanding implications of these terms and values. Solve linear simultaneous equations Outcomes: MA5.2-9NA, MA5.2-5NA, MA5.2-1WM, MA5.2-2WM Assessment: OB class test week 7 Term 3, EOY exam week 5 term 4			
	1	2	3	4	5	6	7 OB class test	8	9	10	
TERM 3	Unit 6: Length, area, surface area and volume Unit info: In this unit students will consolidate their understanding of the measurement of length, perimeter, circumference, surface area and volume, solving practical problems involving measurement. Outcomes: MA5.2-11MG, MA5.2-12MG, MA5.2-1WM, MA5.2-2WM Assessment: OB class test week 7 Term 3, EOY exam week 5 term 4			Unit 7A: Indices Unit info: In this unit, the bases will become algebraic and students will understand the meaning of negative, fractional zero indices, convert between negative and positive indices. They will also use scientific notation and significant figures. Outcomes: MA5.2-7NA, MA5.2-1WM, MA5.2-2WM Assessment: EOY exam week 5 term 4		Unit 8: Properties of Geometrical Figures Unit info: In this unit, students will consolidate their knowledge of angles and two-dimensional shapes and look more deeply into the notion of congruence and similarity. Verify properties of triangles and quadrilaterals using congruent triangles. Establish and use sum of exterior and interior angles for polygons. Outcomes: MA5.2-14MG, MA5.2-1WM, MA5.2-2WM Assessment: EOY exam week 5 term 4			Commence Unit 9		
	1	2	3	4	5	6	7	8	9	10	11
TERM 4	Unit 9: Quadratic expressions and algebraic fractions Unit info: In this unit algebraic expressions will be more complex, including algebraic fractions, binomial products, monic quadratic trinomials. Outcomes: MA5.2-6NA, MA5.2-1WM, MA5.2-2WM Assessment: EOY exam week 5 term 4		Catch-up / Revision	EOY exam	Unit 10: Probability and single variable data analysis Unit info: In this unit, students will become more fluent with the terminology used to describe probability and statistics. They will use Venn diagrams, two-way tables, tree diagrams and arrays to investigate the outcomes and probabilities of chance experiments that involve one, two or more steps. Calculate probability of simple and compound events and distinguish between independent and dependent events. Understand conditional restrictions on sample space. Determine interquartile range, interpret use and compare box plots, histograms and dot plots. Critically evaluate sources of data. Outcomes: MA5.2-17SP, MA5.2-15SP, MA5.2-1WM, MA5.2-2WM Assessment: Observation and year 10 work.						
	1	2	3	4	5	6	7	8	9	10	11

MATHEMATICS 5.3

TERM 1	1	2	3	4	5	6	7	8 OB Test	9	10	
	Unit 1,2A&2B: Computation and financial mathematics Unit info: This unit will give students the opportunity to revise and consolidate their understanding, fluency and problem solving with integers, fractions, decimals and percentages and introduce significant figures. In this unit, students will apply their numeracy skills and understanding to financial situations, including earning money, purchasing goods and services, and paying tax. Outcomes: MA5.2-4NA Assessment: OB Test Week 8 Term 1, project due week 9 term 2, EOY exam week 5 term 4				Unit 3A&3B: Expressions, equations and inequalities Unit info: In this unit, students will expand and simplify algebraic expressions and solve linear equations, simple quadratics and inequalities that are more complex than previously encountered. Outcomes: MA5.2-8NA Assessment: OB Test Week 8 Term 1, project due week 9 term 2, EOY exam week 5 term 4				Unit 4A&4B: Right-angled triangles Unit info: In this unit, be introduced to trigonometry and use this and Pythagoras' Theorem to solve problems, including bearings, angles of elevation and depression, and 3D problems. Outcomes: MA5.3-15MG Assessment: OB class test week 7 Term 3, EOY exam week 5 term 4		
TERM 2	1 Project given	2	3	4	5	6	7	8	9 Project due	10	
	Unit 4A&4B (cont'd)	NAPLAN PRACTICE / CATCHUP	<u>NAPLAN</u>	Unit 5A&5B: Linear relationships Unit info: In this unit, students will graph linear relationships by various means, find midpoint, gradient and length of straight lines, understanding implications of these terms and values. Solve linear simultaneous equations and problems involving straight lines on the Cartesian plane. Outcomes: MA5.2-9NA, MA5.2-5NA Assessment: OB class test week 7 Term 3, EOY exam week 5 term 4			<u>Catch-up or Class-time if needed for project</u>	Unit 6: Length, area, surface area and volume Unit info: In this unit students will consolidate their understanding of the measurement of length, perimeter, circumference, surface area and volume, solving practical problems involving measurement. Outcomes: MA5.3-13MG, MA5.3-14MG Assessment: OB class test week 7 Term 3, EOY exam week 5 term 4			
TERM 3	1	2	3	4	5	6	7 OB class test	8	9	10	
	Unit 7A: Indices (not surds, unless extending) Unit info: In this unit, the bases will become algebraic and students will understand the meaning of negative, fractional, zero indices and convert between negative and positive indices. They will also use scientific notation and significant figures, define the real number system and distinguish between rational and irrational numbers. Convert between surd and index form and if studying surd in yr 9, perform operations with surds. Outcomes: MA5.3-6NA, Assessment: EOY exam week 5 term 4				Unit 8: Properties of Geometrical Figures Unit info: In this unit, students will consolidate their knowledge of angles and two-dimensional shapes and look more deeply into the notion of congruence and similarity. Verify properties of triangles and quadrilaterals using congruent triangles. Establish and use sum of exterior and interior angles for polygons. Write formal proofs, use deductive reasoning and extend similarity to area and volume. Outcomes: MA5.3-16MG Assessment: EOY exam week 5 term 4				<u>Commence Unit 9</u>		
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	(some of) Unit 9: Algebra Unit info: In this unit algebraic expressions will be more complex, including algebraic fractions, binomial products, monic quadratic trinomials. Factorise monic and non-monic quadratics. Outcomes: MA5.3-5NA Assessment: EOY exam week 5 term 4	<u>Catch-up /Revision</u>		<u>EOY exam</u>	<u>Unit 9 cont'd</u>	Unit 10: Probability and single variable data analysis (not 9C,9I) Unit info: In this unit, students will become more fluent with the terminology used to describe probability and statistics. They will use Venn diagrams, two-way tables, tree diagrams and arrays to investigate the outcomes and probabilities of chance experiments that involve one, two or more steps. Calculate probability of simple and compound events and distinguish between independent and dependent events. Understand conditional restrictions on sample space. Determine interquartile range, interpret use and compare box plots, histograms and dot plots. Critically evaluate sources of data. Outcomes: MA5.2-17SP, MA5.2-15SP Assessment: Observation and year 10 work.	Can continue with Unit 10 if needed or extend students: Unit 11: Quadratic equations and graphs of parabolas Unit info: This unit is designed for students who are progressing well on the Stage 5 continuum and are ready for an in-depth treatment of quadratic equations and quadratic relationships. Outcomes: MA5.3-7NA, MA5.3-9NA Assessment: Observation and year 10 work.				

SCIENCE

	1	2	3	4	5	6	7	8	9	10
TERM 1	Title of Unit: Environmental Issues Unit info: analyses interactions between components and processes within biological systems. Outcomes: SC5-14LW					Title of Unit: Our Technological World Unit info: applies models, theories and laws to explain situations involving energy, force and motion. Outcomes: SC5-10PW Assessment: Literacy Task – Environmental Issue – Writing Task – 25% Assessment due: Week 6				
	Title of Unit: Savage Earth Unit info: explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues. Outcomes: SC5-14ES Assessment: Examination – Semester 1 – 25% Assessment due: Week 2					Title of Unit: Acids and Bases Unit info: discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials. Outcomes: SC5-17CW				
TERM 2	Title of Unit: Look Hear Unit info: explains how scientific understanding about energy conservation, transfers and transformations is applied in systems. Outcomes: SC5-11PW					Title of Unit: Atomic Age Unit info: explains how models, theories and laws about matter have been refined as new scientific evidence becomes available. Outcomes: SC5-14LW Assessment: Practical Task – Ray Tracing and Graphing Experiment – 25% Assessment due: Week 19				
	Title of Unit: Human Response Unit info; analyses interactions between components and processes within biological systems. Outcomes: SC5-14LW Assessment: Examination – Semester 2 – 25% Assessment due: Week 3					Title of Unit: The Big Bang Unit info: describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community. Outcomes: SC5-12ES				
TERM 3										
TERM 4										

HSIE: GEOGRAPHY

Unit 1: Sustainable Biomes	Unit 2: Changing Places
<p>Unit overview: Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world’s climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.</p> <p>Outcomes: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p>	<p>Unit overview: Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.</p> <p>Outcomes: GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p>

	1	2	3	4	5	6	7	8	9	10	
TERM 1	Unit 1: Sustainable Biomes									Unit 2: Changing Places	
	What are the main characteristics that differentiate the world’s biomes?					How do people use and alter biomes for food production?		Can the world’s biomes sustainably feed the world’s population? What strategies can be used to increase global food security?		Why has the world become more urbanised?	
TERM 2	Unit 2: Changing Places										
	What are the causes and consequences of urbanisation?			How does migration impact on the concentration of people into urban places?		Why do we have an international refugee crisis? What are the experiences of refugees across the world?			History Unit 1: Making a Better World? How did new ideas and technological developments contribute to change in this period?		

Concepts - place, space, environment, interconnection, scale, sustainability, change

Skills - acquiring, processing and communicating geographical information

Tools - maps, graphs and statistics, spatial technologies, visual representations, fieldwork

HSIE: HISTORY

Unit 1: Making a Better World?	Unit 2: World War One	Unit 3: World War Two
<p>Unit overview: This unit considers the influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation. The overview is integrated into this topic, introducing students to the enormous economic, social and political changes that occurred as a result of industrialisation.</p> <p>Outcomes: HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10</p>	<p>Unit overview: Students learn about Australia’s involvement in World War I has been regarded by many as a defining event in our history. Students will examine the experiences of soldiers at Gallipoli and develop an understanding of the Anzac tradition through an analysis of the Anzac legend. Students have the opportunity to consider how the tensions of war created social and political divisions within Australia.</p> <p>Outcomes: HT5-4, HT5-5, HT5-7</p>	<p>Unit overview: The Second World War had a major impact on the generation who fought and lived through it. Australia’s relationship with Britain and the United States was fundamentally altered. In this topic, students will explore the experiences of Australians on both the war front and the home front.</p> <p>Outcomes: HT5-6, HT5-9, HT5-4, HT5-5, HT5-7</p>

	1	2	3	4	5	6	7	8	9	10	
TERM 3	Unit 1: Making a Better World?					Unit 2: World War One					
	What were the experiences and impacts of Transatlantic Slave Trade?			Week 5: Slave Trade Differentiated Task What were the experiences and impacts of the Convict movement to Australia?		What caused WWI? What was the nature of WW1? Where did Australian’s fight?			What was the Gallipoli campaign? What were the experiences of the soldiers? Week 10: Assessment for/of learning Skills Test 3 Gallipoli		
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	World War One continued			World War Two							
	What was the significance of the wars to Australia?		What were the causes of WW2 in Europe? Week 4: Features of WW1 Research Task		What were the experiences of Australians at home? What were the causes of WW2 in The Pacific?		What was the significance of the wars to Australia and the world?				

PDHPE (THEORY)

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 1: My Own PT The purpose of the unit is for students to design, implement and evaluate creative interventions for enhancing their own and other’s fitness levels and participation in a lifetime of physical activity. Students will have the opportunity to create personalised fitness plans and design and implement a health or skill related circuit. Students will also create and evaluate health campaigns, programs that aim to promote fitness. Outcomes: PD 5.2, PD 5.7, PD5.8 Assessment: My Fitness Passport Assessment due: Week 8</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 2: Culture Club The purpose of the unit is for students to understand and strengthen their knowledge on diversity. Students will evaluate factors that impact on the identity of individuals and groups including ATSI. Students will also explore a variety of case studies of people who have overcome adversity, including ATSI and people with disabilities. Students will also demonstrate an understanding of empathy and compassion to appreciate difference and diversity through an analysis of individuals and groups including ATSI peoples. Outcomes: PD 5.3, PD5.9, PD5.10 Assessment: In class tasks Assessment due: Ongoing</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 4: The Media and Me Students will investigate media strategies, marketing and influences associated with health issues affecting young people. Students will be provided with the opportunity to critique medial messages and evaluate how different interpretations can impact the health of young people and also explore the impact of media messages associated with physical activity, outdoor recreation and sport in Australia and propose how this might influence health-related behaviours. Students will also challenge unrealistic standards about body image and physical appearance. Outcomes: PD 5.6, PD 5.7, PD 5.8, PD 5.9 Assessment: Video Assessment due: Ongoing</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Unit 5: Plan for Safety Students will investigate the influences on risk-taking and decision making and assess their impact on individual health, safety and wellbeing. Students will also understand pro social behaviour expectations in social situations and examine how these can influence decisions, behaviours and actions. Students will also compare own decisions with those of others and acknowledge others’ right to act differently and to change their mind. Students will learn about polices and processes for ensuring safe practices when participating in physical activities. Outcomes: PD 5.3, PD 5.2, PD 5.9, PD 5.10 Assessment: In class Assessment due: Week 6</p>										

PDHPE (PRACTICAL)

	1	2	3	4	5	6	7	8	9	10
TERM 1	Unit 2: Volleyball (5%) Students will learn key movement skills in Volleyball. Students will create adaptations to movement skills to make them more effective. Students will also devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. Outcomes: PD5.5, PD5.11 Assessment: Practical Assessment: Week 6					Unit 1: Boot Camp/Fitness Testing (10%) Students will be provided with the opportunity to participate in circuit activities and undertake their own personalised fitness plan. Outcomes: PD 5.4, PD 5.5, PD 5.8, PD 5.11 Assessment: Practical Assessment due: Week 10				
TERM 2	Unit 3: Athletics (10%) Students will respond to teacher and peer feedback to enhance movement performance in a variety of Athletic events including Javelin, Shot Put, Discus, High Jump, Long Jump, Track Events. Outcomes: PD 5.4, PD 5.5, PD 5.8, PD 5.11 Assessment: Practical Assessment due: Week 5					Unit 4: Cultural Games and Inclusive Games (10%) The purpose of this unit will be for students to participate in a range of cultural games and demonstrate an understanding of ethical and fair behaviours across a variety of physical activities. Outcomes: PD 5.4, PD 5.5, PD 5.8, PD 5.11 Assessment: Practical Assessment: Week 10				
TERM 3	Unit 5: Netball (5%) The purpose of this unit is for students to be able to understand the rules and strategies involved in a Netball game, and apply them into a game situation. Students will learn and practice skills involved to complete a Netball game successfully Outcomes: PD 5.4, PD 5.5, PD 5.8, PD 5.11 Assessment: Practical Assessment due: Week 5					Unit 6: Basketball (5%) The purpose of this unit is for students to be able to understand the rules and strategies involved in a Basketball game, and apply them into a game situation. Students will learn and practice skills involved to complete a Basketball game successfully. Outcomes: PD 5.4, PD 5.5, PD 5.8, PD 5.11 Assessment: Practical Assessment: Week 10				
TERM 4	Unit 7: European Handball (5%) Students will learn the basic rules of European Handball and will demonstrate motivation, confidence and commitment when faced with unfamiliar movement tasks. Students will be able to describe the contribution they make as an individual to teamwork, leadership and enjoyable participation for all and assess the influence this has on others to participate in physical activities. Outcomes: PD 5.4, PD 5.5, PD 5.8, PD 5.11 Assessment: Practical Assessment due: Week 5					Unit 8: Stick Sports The purpose of this unit is for students to be able to understand the rules and strategies involved in Stick Sports and apply them into a game situation. Students will learn and practice skills involved to complete a Basketball game successfully. Outcomes: PD 5.4, PD 5.5, PD 5.8, PD 5.11 Assessment: Practical				

AGRICULTURE

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 1: Introduction to Agriculture Outline of agricultural practices, as well as the interactions on farm and the role that biotic and abiotic factors have in enterprise selection and management have on the farm. Outcomes: AG5-1, AG5-2, AG5-3, AG5-4, AG5-9, AG5-13 Assessment: Applied Skills – Processing data and climate graphing 20% Assessment due: Term 1, Week 9</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 2: Layers/Poultry Enterprise Outline: Students investigate the poultry industry as an Australian farming enterprise investigating life and reproduction cycles, as well as the economic and ethical impact that the enterprise has on Australian society Outcomes: AG5-5, AG5-7, AG5-9, AG5-10, AG5-13, AG5-14 Assessment: Examination – Semester 1 – 15% Assessment due: Term 2, Week 4 Assessment: Applied Skills – Student Research Project – 15% Assessment due: Term 2, Week 9</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Unit 3: Automation in Agriculture Explains the evolution of Agriculture through the technological development of machinery and scientific development of modified farming practices from the industrial revolution. Outcomes: AG5-4, AG5-11, AG5-13 Assessment: Practical Task – 10% Multiple Choice Quiz, Practical Tractor Operation Component 15% Assessment due: Term 3, Week 9</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Unit 4: Summer cropping Students investigate summer cropping as an enterprise with the aim to students to plan and undertake practical tasks to grow summer fruits and vegetables. Outcomes: AG5-6, AG5-9, AG5-11, AG5-12 Assessment: Examination – Semester 2 – 15% Assessment: Diligence in conducting practical tasks at the ag site 10% Assessment due: Term 4, Week 4</p>										

CHILD STUDIES

	1	2	3	4	5	6	7	8	9	10
TERM 1	<p>Title of Unit: Conception to Birth Unit info: The purpose of the unit is for students to understand the structure and function of reproductive systems, the process of conception and assisted reproductive technology. Students will explain stages of development through stages of pregnancy, labour and birth. Outcomes: CS5.1, CS5.2, CS5.5, CS5.8, CS5.11 Assessment: Pregnancy Journey Timeline Assessment due: Term 1, Week 8</p>									
TERM 2	<p>Title of Unit: Growth and Development Unit info: The purpose of the unit is for students to understand the stages of growth and development from infant to child, and factors, which influence health and wellbeing. Students will evaluate strategies and practices that promote and support growth and wellbeing. Outcomes: CS5.1, CS5.2, CS5.5, CS5.6, CS5.8, CS5.11 Title of Unit: Health and Safety in Childhood Unit info: Students explore the symptoms, treatment, strategies and interventions relevant to physical and mental health. They will also investigate safe practices and strategies which promote child safety in potentially hazardous situations and learn about first aid responses. Outcomes: CS5.2, CS5.4, CS5.8, CS5.9, CS5.11 Assessment: Child Wellbeing/Safety Promotional Advertisement Assessment due: Term 2, Week 6</p>									
TERM 3	<p>Title of Unit: Food and Nutrition in Childhood Unit info: The purpose of this unit is for students to understand the factors that affect health and wellbeing of children, and evaluate strategies to promote wellbeing. Students will analyse, compare and evaluate a variety of sources and techniques to gather information. Outcomes: CS5.2, CS5.5, CS5.8, CS5.11, CS5.12 Title of Unit: Media and Technology in Childhood Unit Info: Students will recognise and assess the impact different types of technology have on wellbeing and development of children. They will explore strategies in place to monitor and reduce the potentially negative influence of technology on the lifestyle and learning of children. Outcomes: CS5.3, CS5.4, CS5.5, CS5.9 Assessment: Children and Television Research project Assessment due: Term 3, Week 9</p>									
TERM 4	<p>Title of Unit: Family Interactions Unit info: The purpose of this unit is for students to understand the evolution of childhood experiences and parenting roles over time, and to evaluate a range of parenting practices to promote a supportive environment. Students are to analyse the importance of positive relationships, and the interrelated factors that contribute to optimal child development. Outcomes: CS5.2, CS5.3, CS5.6, CS5.7, CS5.8, CS5.9, CS5.12 Assessment: Research Evolution of Parental Roles Assessment due: Term 4, Week 5</p>									

DRAMA

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Basics of Improvisation Unit info: Understanding improvisation, making and accepting offers, characterisation in improvisation, actor/audience relationship, introduction to Elements of Drama. Outcomes: 5.1.1, 5.2.1, 5.1.3, 5.2.1, 5.2.2, 5.2.3 Assessment: Improvisational Duologue using stimulus. Assessment due: Week 7, Term 1</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>“Page to stage” study of the play Honey Spot by Jack Davis Unit info: Scriptwriting, Production elements, Costume Design, Promotions. Students will practically workshop scenes from the play, design promotional material, explore costume design and write their own sequel scenes. Assessment task: Scriptwriting - students will use professional script writing software to submit original sequel scenes that must use some characters from “Honey Spot”. Outcomes: 5.1.3, 5.2.2, 5.3.2 Assessment due: Week 9, Term 2</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Brecht Theatre / Epic Theatre and a study of excerpts of his plays Unit info: Understanding Brechtian acting and the purpose of political theatre. Students will critically analyse and evaluate the effectiveness of Brechtian techniques in their own acting, compose a mini performance essay on the influence/impact of Brecht after experientially workshoping scenes from his plays. Outcomes: 5.1.1, 5.1.2, 5.1.3, 5.1.4 Assessment task: Students will create their own piece of political theatre using a piece of journalism as stimulus. Assessment due: Week 9, Term 3</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Australian Theatre: One Act Plays Unit info: Students will read, respond to and explore two one act plays; “Gifts”, “Urbs, Urbis”. They will workshop moments and scenes from both plays and record critical reflections of their experiential learning. Outcomes: 5.3.1, 5.3.2, 5.3.3 Assessment: Logbook reflection portfolio. Due: Week 8 Term 4</p>										

FOOD TECHNOLOGY

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Food in Australia 'Foodie Adventures'</p> <p>Unit info: Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.</p> <p>Outcomes: FT5-1 / FT5-2 / FT5-5 / FT5-6 / FT5-7 / FT5-8 / FT5-9 / FT5-10 / FT5-11 / FT5-12 / FT5-13</p> <p>Assessment: Food in Australia 'Foodie Adventures Persuasive Advertisement' and Practical Task 25%</p> <p>Assessment due: Week 10</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Food Equity 'Food Equity Detective'</p> <p>Unit info: Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.</p> <p>Outcomes: FT5-1 / FT5-2 / FT5-5 / FT5-6 / FT5-7 / FT5-8 / FT5-9 / FT5-10 / FT5-11 / FT5-12 / FT5-13</p> <p>Assessment: Food Equity 'The Hunger Case' and Practical Task 25%</p> <p>Assessment due: Week 10</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Food Trends</p> <p>Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.</p> <p>Outcomes: FT5-1 / FT5-2 / FT5-3 / FT5-4 / FT5-5 / FT5-6 / FT5-7 / FT5-8 / FT5-9 / FT5-10 / FT5-11 / FT5-12 / FT5-13</p> <p>Assessment: TBC</p> <p>Assessment due: Week 10</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Title of Unit: Food Service and Catering</p> <p>Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.</p> <p>Outcomes: FT5-1 / FT5-2 / FT5-3 / FT5-4 / FT5-5 / FT5-6 / FT5-7 / FT5-8 / FT5-9 / FT5-10 / FT5-11 / FT5-12 / FT5-13</p> <p>Assessment: TBC</p> <p>Assessment due: TBC</p>										

INDUSTRIAL TECHNOLOGY AUTOMOTIVE

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: How do internal combustion engines work? Carburettor /2 Stroke Engines - pull down / reassembly, theory. Outcomes: IND5-1, IND5-2, IND5-3, IND5-4, IND5-6 Assessment: Safety test Assessment due: week 1</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	Combustion engines ctd. Assessment: Booklet Assessment due: week 2		<p>Title of Unit: Hand Skill and Safe Use of Machinery Sheet metal Tool Caddy. Outcomes: IND5-2, IND5-4, IND5-5, IND5-6, IND5-8, IND5-10 Assessment: Practical task and report (weeks 5-6), orthog task (week 10)</p>								
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Mechanisms - Impacts, types, uses / Communication - Isometric 4 Stroke Engines - pull down/re-assembly. Outcomes: IND5-2, IND5-3, IND5-5, IND5-6</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Title of Unit: Mechanisms - Applications, hydraulics / Communication - CAD Drift punch / puller Outcomes: -3, IND5-4, IND5-7, IND5-9</p>										

INDUSTRIAL TECHNOLOGY TIMER

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Basics – Joints Basic hand tools, accurate marking out, factors influencing timber, care of equipment, quality work, basic CAD. Outcomes: IND5-1, IND5-3, IND5-4, IND5-6, IND5-7 Assessment: Safety test (week 2), labelling lathe and tools (week 3), lap joint (week 5), CAD drawing (week 8), M/T joint and folio (week 9), extension work square (week 11)</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Chopping Board Safety, Bladed tools, structure of a tree, seasoning, types of timbers, defects in timber, dressing of timber, types of glues, matching curves Outcomes: IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8 Assessment: Timber properties (week 3), Types of glue (week 4), chopping board (week 9)</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Title of Unit: Hand Mirror – Australian Red Cedar Shaping tools, templates, jigs, repetition, CAD, laser cutter, carving, dressing timber. Outcomes: IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8, IND5-9 Assessment: Listening analysis / Aural skills Assessment due: Hand mirror and laser cutting (week 7)</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Title of Unit: Tea Box Introduction to cabinet work: Techniques, portfolios, materials lists, costing, basic carcass construction, hardware, durability, environment, industry. Outcomes: IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10 Assessment: Material list costing (week 3), tea box and folio (week 9)</p>										

PHYSICAL AND SPORTS STUDIES

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>Term 1 Title of Unit: <i>Movement efficiency - Foundations of Physical Activity (Body systems and energy for physical activity)</i> Title of Unit Practical: Team Games Unit info: Students investigate the contribution of the body systems to efficient movement. They participate in physical activities of varying intensity and duration and use technology to record and analyse the interrelationships between body systems to determine their contribution and importance during physical activity. Students are provided with opportunities to practise and develop movement skills and evaluate strategies and tactics to enhance performance. Outcomes: PASS5-1, PASS5-2, PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10 Assessment: Body Systems Examination and Practical Assessment Assessment due: Week 8</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Term 2 Title of Unit Theory: <i>Fuelling my Body - Foundations of Physical Activity (Nutrition and physical activity)</i> Title of Unit Practical: Modified Events and Games Unit info: Students investigate nutritional needs of specific groups for healthy living and for physical activity and performance. They examine marketing and nutritional products with a focus on their impact on weight management. Students participate in anaerobic and aerobic activities to examine energy production and expenditure. They are provided with opportunities to examine case studies on different athletes from a range of sports to design a basic nutritional plan outlining energy intake before, during and after physical activity. Outcomes: PASS5-1, PASS5-2, PASS5-8, PASS5-9, PASS5-10 Assessment: Research Assignment and Practical Assessment Assessment due: Week 8</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>Term 3 Title of Unit: <i>Advocating for a healthy lifestyle- Foundations of Physical Activity and Enhancing Participation and Performance (Physical fitness and Promoting active lifestyles)</i> Title of Unit Practical: Physical Fitness/Aerobic Sports/Gym/Circuits/Yoga/Pilates/Power Walking Unit info: This unit enables students to evaluate structured settings for physical activity in the school and community. Students will also develop and implement an advocacy strategy to increase levels of incidental, recreational and structured physical activity. They design and participate in various physical fitness routines and training programs using the FITT principle, with an understanding of the components of fitness. Students also investigate current trends in health and fitness, evaluate products and critically analyse marketing strategies used by organisations to promote products. Outcomes: PASS5-1, PASS5-2, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10 Assessment: Training Program and Practical Assessment Assessment due: Week 8</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Term 4 Title of Unit: <i>Playing a Role. Physical Activity and Sport in Society - Opportunities and pathways in physical activity and sport</i> Title of Unit Practical: Individual sports/Orienteering Unit info: Students explore the roles they can play in the physical activity, sport and recreation industries. This includes investigating volunteer, casual, part and full-time employment. Students research and investigate a selected career pathway to determine qualifications and training requirements. Students are provided with opportunities to explore the positive characteristics of leaders and demonstrate the personal attributes and skills to perform successfully in a range of physical activity, sport and recreational roles. Outcomes: PASS5-4, PASS5-7, PASS5-8, PASS5-9, PASS5-10 Assessment: Role Play and Practical Assessment Assessment due: Week 5</p>										

PHOTOGRAPHIC AND DIGITAL MEDIA

	1	2	3	4	5	6	7	8	9	10
TERM 1	Elements and Principles of Design									
	<p>Students are introduced to photography by taking a series of photographs that exemplify the selected elements and principles of design. This unit teaches the foundations that go into making a photograph. Students will learn how to use a camera and are introduced to editing programs used in the industry. They will also build up an understanding of how concepts are used in the photographic medium by looking at the work of Max Dupain and Olive Cotton.</p> <p>Outcomes: 5.1, 5.3, 5.4, 5.6 Assessment: Portfolio Assessment due: Week 10, Term 1 Weight: 25%</p>									
TERM 2	DFX									
	<p>A unit where students create a collection of altered images, testing out the functions of Photoshop. This is aimed at extending their abilities to alter and enhance images. They explore how to manipulation images in both digital and analog formats, while analysing the works of Frank Hurley and Richard Smith</p> <p>Outcomes: 5.1, 5.2, 5.3, 5.4, 5.6 Assessment: Case Study and Body of Work Assessment due: Week 9, Term 2 Weight: 30%</p>									
TERM 3	Still Life (Wk1-5)					GIFs & Motion (wk 6-10)				
	<p>Students explore the work of traditional 'Still Life' artists for inspiration and learn how it links to contemporary photographers like Jonathon Bergeron and Matt Hurtado . Students then use this inspiration from artists studied to produce their own still life images . This will develop their skills in critical and historical analysis of photographers .</p> <p>Outcomes: 5.7, 5.8, 5.9, 5.10 Assessment: Case Study Assessment due: Week 5, Term 3 Weight: 25%</p>					<p>A unit where students explore the purely internet based medium of GIFs and motion . Students research gif and animation artists, creating their own GIFs using stop animation, pixel based Gifs and Cinemagraphs (photograph based Gifs). A GIF is a computer file that is used on the internet for sending images, especially moving images. GIF is an abbreviation for 'Graphic Interchange Format'.</p> <p>Outcomes: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 Assessment: Artist study/ Body of Work Assessment due: Week 9, Term 3 Weight: 20%</p>				
TERM 4	City as Utopia/City in Decay (Wk 1-6)						Zines			
	<p>Students will examine the work of contemporary artists/photographer Banksy and his work called 'Dismaland' that explores ways to create a discussion about current social issues. Students then make their own images that evoke a response.</p> <p>Outcomes: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9</p>						<p>Students will develop skills in the mixed media format of Zine making. A zine is a small-circulation self-published work of original or appropriated texts and images. Students will work individual or group to make a small publication.</p> <p>Outcomes: 5.1-5.10</p>			

VISUAL ARTS

TERM 1	1	2	3	4	5	6	7	8	9	10	
	<p>My Personal Identity A unit of art where students learn the notions of personal image and identity. Students review the work of Boticelli, Whiteley, Spooner and the concepts/ techniques they have used to create their artworks. And then complete a series of drawings, paintings and/or digital images based on a known person. Outcomes: 5.1, 5.2, 5.4, 5.5,5.6 Assessment: Portfolio Assessment due: Week 10, Term 1</p>										
TERM 2	1	2	3	4	5	6	7	8	9	10	
	<p>Urban Architecture A unit where art skills are applied to real life functions such as architecture, product design and graphic design. Students will examine contemporary interpretations by key artists/architects across a number of time periods and styles to gain an understanding of changing artistic practice of Stolehbury, Mercutt, Cor, Sadler, Laran. They will then complete a woodblock print based on the work of artists Fiona Waston 'The Sentimentalist' and Margaret Preston's prints of Sydney Harbour in the 1950's. Drawing, digital media, Printmaking Outcomes: 5.4, 5.7, 5.8,5.9,5.10 Assessment: Art study Assessment due: Week 5, Term 2</p>										
TERM 3	1	2	3	4	5	6	7	8	9	10	
	<p>The Figure (Human Form) A unit exploring the human form as a basis of expression by looking at cultural and historical issues plus body language. Students will study the work of Leonardo, Sproule, Stelarc, Gilbert and George, Morimura whilst completing Charcoal drawings,Paintings, digital media prints, sculptures based on the human form. Outcomes: 5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9 Assessment: Art study/ Body of Work Assessment due: Week 10, Term 3</p>										
TERM 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Self-directed Art Production Based on Artist and Media Research This unit is an opportunity for students to explore artists who are of particular interest to them. The unit will commence with a directed study of 2-3 different artists who will demonstrate a strong artistic practice and relate to class interests. Students will then respond by collecting information and work samples which then inspire the students to make a series of artworks. Outcomes: 5.1 - 5.10 Assessment: Nil Assessment due: Nil</p>										