

# 2020 ELECTIVE OPTIONS - YEAR 8

PROPOSED ELECTIVE SUBJECTS YEAR 8 - (4 electives for year)

Students are to nominate their top 2 preferences from each of the categories:

- The Arts
  - To select Music Unit 2 students must have selected Music Unit 1
- Design & Technology
- Digital Technologies
- Any Subject Area

THE ARTS	DESIGN & TECHNOLOGY	DIGITAL TECHNOLOGIES	ANY SUBJECT AREA
MUSIC - UNIT 1	DESIGN - FOOD & FIBRE	GAME DESIGN & MEDIA	SPORT SPECIALISATION
MUSIC - UNIT 2	DESIGN - MATERIALS & CONSTRUCTION	MEDIA & ROBOTICS	MUSIC - UNIT 1
DRAMA	DESIGN - ENGINEERING & MECHANICAL		MUSIC - UNIT 2
DANCE			DRAMA
VISUAL ARTS			DANCE
			VISUAL ARTS
			FOOD & FIBRE
			MATERIALS CONSTRUCTION
			ENGINEERING & MECHANICAL
			GAME DESIGN & MEDIA
			MEDIA & ROBOTICS

## THE ARTS ELECTIVE OFFERINGS

### MUSIC - UNIT 1 & UNIT 2

- Students who have come through the Year 6 and 7 Band program are encouraged to continue on their instrument (flute, clarinet, trumpet or trombone). Students who have been having instrumental tuition on instruments such as voice, piano, guitar, bass guitar or drums for a minimum of 1 full year will be able to change to that instrument.
- If students wish to pursue Music into the Senior years they are encouraged to select Music for a full year.
- There is the option for students to do Music in a Semester with a strong encouragement that they continue private instrumental lessons (at own cost) in the Semester not doing Music.
- Students will analyse different scores and performances aurally and visually and use their understanding of music from different cultures, times and places to inform and shape their interpretations, performances and compositions.
- Students will improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance.
- Students will practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill.

### DRAMA

- Year 8 Drama provides opportunity for students to learn the art of conveying powerful messages through dramatic and theatrical skill.
- Students are immersed in the construction of roles and characters for scripted drama. The inquiry explores contemporary Australian drama and styles developed by Aboriginal and Torres Strait Islander dramatists. It also aims to understand the way drama is used to present different viewpoints and perspectives.
- Students will work together to learn and apply and combine a variety of styles and conventions to engage and impact their audience.
- Students will develop expressive skills in voice and movement for the purpose of conveying meaningful messages.
- Opportunity exists for the Drama students to present their work and convey messages at key performance opportunities such as Celebration of Learning, End of Year service or throughout the year at Worship or Assembly.

### DANCE

- Year 8 students identify and analyse elements of dance and evaluate how they and others from different cultures, times and places communicate meaning and story through dance.
- Students explore a variety of choreographic styles which communicates intent.
- Students choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.
- Culminating performance opportunities may include Celebration of Learning, and End of Year Services.

## VISUAL ART

- Students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making.
- Students explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places and see connections in time and place for artists around the world.
- Students learn skills in painting, drawing, animation and printmaking. They explore art media in a variety of ways to create artworks which are personally relevant.
- Students learn skills in generating ideas and problem solving. They create annotated notes by reflecting on their work and their progress as they trial different approaches to creating artwork.
- Students demonstrate use of visual conventions, techniques and processes to communicate meaning in their own artworks.

## DIGITAL TECHNOLOGIES ELECTIVE OFFERINGS

### GAME DESIGN & MEDIA

- Digital systems are an important part of life as we know it today. This course aims to empower students to use appropriate protocols when communicating and collaborating in the digital environment.
- No prior knowledge is required.
- Students explore algorithms, conceptual coding and representation of media in digital systems of a range of interactive levels. The user experience is at the centre of any digital solution, so students apply the design cycle to create, test, modify and evaluate the development of digital solutions with both functionality and aesthetics to meet needs, innovation and sustainability.
- This course applies elements of the design cycle in two units:
  - game development with a focus on coding skills in applications such as Scratch..
  - developing digital media products such as web pages to powerfully capture or convey stories, memories, moments and messages.

### MEDIA AND ROBOTICS

- Digital systems are changing the landscape of both media communication, and the science and modelling behind engineering solutions. The Media and Robotics course aims to empower students to positive contributors and collaborators in the digital environment, while equipping them with skills connected to coding for media animation and systems for modelling application such as machines or bridge building.
- No prior knowledge is required.
- Students explore algorithms, conceptual coding and representation of animations to convey social values and perspectives. They apply the design cycle to create, model, modify and evaluate the development of both these media based digital solutions as well as engineered and robotic solutions.
- This course applies the design cycle in two units:
  - Flash animation with some focus on coding skills behind it.
  - Modelling of structures and machines to explore elements of design using platforms such as BridgeBuilder and Flowol.

## DESIGN & TECHNOLOGY ELECTIVE OFFERINGS

### FOOD & FIBRE

- Using the Design Cycle, students conduct an inquiry into the sustainability of global protein consumption trends. They deepen their understanding of beef production processes and look at comparative resource use for other popular sources of protein. Students are presented with the design challenge to work with more sustainable and innovative protein sources such as eggs or insects to create a dish which has minimal environmental impact.
- In their second unit of work students are introduced to the concept of sensory evaluation and making considered judgements about food. Food can be assessed based upon its taste, mouthfeel / texture, aroma, appearance and in some instances sound. Students will explore a range of evaluation tools such as paired comparison and ranking against a particular food attribute (sweetness, bitterness, vibrancy, smoothness). Students will develop a dish featuring chicken which will inspire a written 'restaurant review' that summarises their application of sensory judgements
- It is important that students choosing Year 8 Design (Food) understand that the design cycle is applied to utilise food to solve a variety of societal issues. The application of an open minded approach, willingness to work collaboratively with others and apply critical and creative thinking strategies are important learner attributes in this subject.

### DESIGN - MATERIAL & CONSTRUCTION

- This course is a hands on design course with a focus on creating innovative products from recycled materials.
- It provides students with the opportunity to understand how social, ethical, technical and sustainability considerations influence the design of innovative products. Through inquiry the students learn how the repurposing of electronics and recycled materials present opportunities to create both innovative design products while also providing solutions to accumulation of waste materials and environmental issues.
- The students learn how to evaluate needs and opportunities and use this to fuel the ideation and adaptation of innovative solutions to these needs. They apply the design cycle by evaluating and adapting prototypes with insight from real world audiences.
- This course develops students design thinking and project management skills in a hands on way, and results in the creation of an innovative design solution, created from repurposed materials.

### DESIGN - ENGINEERING & MECHANICAL PEDAL PRIX

- This course is a hands on design course with a focus on understanding the principles of engineering and mechanics in the innovative design of products to specific purposes.
- The course aims to empower student understanding of:
  - Minimising negative forces
  - Maximising productive forces
  - The importance of and practice of mechanical maintenance
- The course may connect strongly with the context of Human Powered Vehicles in regard to
  - Aerodynamics
  - Structural design and integrity
  - Minimising friction
  - Maximising power and efficiency through gearing
  - Servicing and Maintenance of vehicles

## PHYSICAL EDUCATION ELECTIVE OFFERING

### SPORT SPECIALISATION ELECTIVE

- Students must be passionate about their sport and have high levels of enthusiasm for both practical application and theory based content.
- Students will be participating in the practical component of basketball focusing on tactical knowledge, skill development and leadership. The theory concepts will relate specifically to basketball, learning the concepts required to enhance skill and physiological development.
- Students will investigate the importance of nutrition in professional sport and how this connects to energy output during physical activity. They will apply this knowledge to the functioning energy systems during exercise and how training programs are developed to enhance specific fitness factors required for specific sports.
- Students will demonstrate their knowledge and understanding through theory based assessments and practical elements involving umpiring. They will be expected to apply this knowledge in both familiar and unfamiliar situations throughout the course of the subject.