



# **ARMIDALE SECONDARY COLLEGE**

## **Stage 5 Year 10, 2021 Z Line Elective Subjects**

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## 'Z' Elective Courses = PBL

On the Online Elective Form, students to **choose 3 x 'Z' elective courses**, their first preference and an additional two reserve courses. Details of each 'Z' elective courses are given on the following pages. If further information is required on any of the courses, please speak to the relevant Faculty Head Teacher or teaching staff. All elective courses incur fees.

All 'Z' electives are project-based learning (PBL) in their approach to teaching and learning and involve different methods of assessment (see below). PBL is sometimes referred to as problem-based learning, passion-based learning, inquiry-based learning or challenge-based learning.

### What is PBL?

PBL helps prepare students for academic, personal, and career success, and empowers them to rise to the challenges of the 21st century world. The project is focused on learning goals including content and skills such as critical thinking, problem solving, collaboration, communication and self-management. The project is framed by a meaningful problem to solve or driving question to answer. Students engage in a rigorous, extended process of asking questions, finding resources and applying information. The project features real-world context and relates to students' personal concerns and issues in their lives. Students make some decisions about the project including how they work and what they investigate and produce. Students reflect on their learning, the effectiveness of their inquiry and project activities, the quality of their work, obstacles and how to overcome them. Students give, receive and use feedback to improve their process and products. Students aim to make their learning public by explaining or presenting to people beyond the classroom. PBL focuses on students' development of skills around the General Capabilities.

### The General Capabilities

The [Melbourne Declaration on Educational Goals for Young People](#) identifies essential skills for 21st century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

The Australian Curriculum and NSW Education Standards Authority (NESA) refer to these essential skills as *General Capabilities*. The General Capabilities are an integrated set of knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum to help students become successful learners, confident and creative individuals, and active, informed citizens. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

- Literacy
- Numeracy
- Critical and creative thinking
- Information and Communication Technology (ICT) capability
- Personal and social capability
- Ethical understanding
- Intercultural understanding

## Elective Subjects offered in 2021-2022 for Line Z

Name	Subject Contribution Fee
AgriTech	\$20
Foundations of Dance	\$20
Earth and Environmental Science	\$20
Environmental Street Puppets	\$50
Food Franchise	\$50
How to be Footballer	\$30
Forensic Science	\$10
Hands on History	Nil
History. Not just about the past.	Nil
Applied Mathematics	\$40
Move It	Nil
It's a Recycling World	\$40
Science Extension	\$10
Scrap Yard Challenge	\$20
Your Future. Sustainability	Nil
'Out of the Zone' Theatre Troupe	Nil
Videos for Change	Nil
Visual Design	\$40

**Subject Contribution Fee: \$20 per year**

## Course Outline

**How can 21<sup>st</sup> century technologies improve farming practice?  
How relevant are pre 21<sup>st</sup> century farming practices today?**

AgriTech is a class where students will learn about agriculture but also get some hands-on experience with emerging technologies in conjunction with design and construction of infrastructure at the new school site.

Sample student activities include using accelerometers to track animal movement and activity, construction of animal handling facilities and using the available technology and techniques for 21<sup>st</sup> century farming practices.

## Subject Fees

\$20 – contributes to food production which the students of AgriTech will get to bring home.

## Course Requirements

Suitable outdoor farm clothing , eg. clothing, hats , boots, sunscreen , etc

## Homework

In conjunction with class projects and when required.

## Assessment Strategies

End of year presentation of projects completed. At the end of each semester their learning experience will become authentic with a public exhibition of their work.

## Foundations of Dance

**Subject Contribution Fee: \$20 per year**

*Do you want to explore your healthiest self – mind, body and soul – and are interested in movement and the stage?*

### Course Outline

In Semester 1, Foundations of Dance offers students the opportunity to embrace adjunctive training options and build on their technical skills as a dancer. The aim is to discover and embrace our best selves, through Dancers Bootcamp!

In 5 week blocks, students experience:

- Foundations of Ballet and dance technique
- Personal Training
- Yoga, Acro-Yoga and Meditation
- Nutrition

In Semester 2, students embrace their creative side with Backstage Pass! Over two terms students explore all aspects related to the stage and learn the skills of stage management. They will apply all learnt in this section of the course at 'Dance Showcase 2020' and any other school productions (ie. school musicals).

In 5 week blocks, students learn about:

- Costuming, hair and stage make-up
- Stage presence and confidence in performance
- Lighting, sound design, sets and props
- Stage management and production

This course is a mix of theory and practical lessons, as well as including opportunities to visit theatres and entertainment venues.

### Subject Fees

Contribution fee for this course is \$20.

### Course Requirements

Students will be required to bring writing equipment and books for theory lessons. Comfortable dance wear will be required for practical lessons.

### Homework

Various homework tasks may be assigned to students. These may consist of completing work begun in class, practising dance technique and skills, application to stage management roles.

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## Assessment Strategies

There will be:

- A Personal Development Plan (PDP) for students to target individual skills in movement, goals and technique.
- Stage Management roles at Dance Showcase (and other school productions) including bump in/bump out, promotional material, programming, backstage support, costuming, hair and stage make up, prop design and front of house.
- Teacher observation of skill development and participation in classroom and practical lessons.
- Peer assessment, both structured and unstructured, to develop constructive observation and critical feedback.
- Student log book – to be kept up to date and handed in at the end of each term.

## Earth and Environmental Science

**Subject Contribution Fee: \$20**

### Course Outline

In Earth and Environmental Science students will gain an appreciation of the impact of humans on our world and the importance of geology in understanding our past environments.

The two guiding questions for this course are:

1. **How can we persuade society to take action to reduce the impacts of an environmental problem facing our world?**

Students will be introduced to the range of different environmental issues. In small groups, students will become experts on a chosen problem, developing a comprehensive understanding of the cause and effects of the problem. They will then be asked to design a persuasive piece encouraging people to act. This may take the form of an artwork, song, video, play or any other medium the students feel can convey their ideas appropriately.

2. **How can geology be used to increase our understanding of past environments?**

Students will be introduced to the interpretation of geological histories including rock strata and fossil evidence. As an example, students will use rock features around Armidale to develop an understanding its geological history. We will then investigate how dreamtime stories have been shown to link to major geological events in Australia. Students will work collaboratively to create a book or website entitled 'The story in our rocks'.

### Subject Fees

\$20 to cover cost of fieldtrips to local sites.

### Assessment Strategies

This course will be assessed through a logbook.



# Environmental Street Puppets

**Subject Contribution Fee: \$50**

## Course Outline

**How can street theatre and puppetry raise awareness of environmental issues in our community?**

**What types of puppets and their movement elicit different responses from an audience?**

This course allows students to design ,construct and operate puppets made from salvaged and recycled materials that will be used in an open-air theatre performance in Armidale.

The students will create characters that explore a current environmental problem such as climate change, plastics in the oceans, or water management. They will research the role of street theatre and puppet making in raising awareness of social issues, as well as design, construction and operation of puppets on stage. Students will design sound and lighting for the performance and develop a script or narrative for the puppets.

There is the possibility of a guest puppet maker running a workshop for students as well as a practicing theatre designer coming to the class.

### Terms 1 and 2

- Students will research the history of street theatre and the issues that it has been used for.
- Class will explore movement and chorus as a dramatic element in procession and learn how to work as an ensemble.
- Students will focus on a particular period in history featuring street theatre or puppets and create a presentation to the class or gallery walk. This may include designs, drawing or a display of their research.
- We will construct a small puppet based on the research we have conducted as a prototype for the larger puppets planned for Terms 2 and 3.

### Terms 2 and 3

- The class will determine what issue they wish to examine in their street theatre performance.
- The class will develop characters, research the topic in depth, and write a script together incorporating music and set design.
- The class will construct two large puppets which will culminate in an outdoor event and performance for the school and the general public.

## Subject Fees

\$50

*Continued.....*

# Z Electives - Environmental Street Puppets

## **Subject Fees**

\$50 to cover materials and visiting artist.

## **Course Requirements**

Research an environmental issue that is important to students at Armidale Secondary College.

Design, create, construct, operate puppets and perform environmental street theatre.

Collaborate to create theatrical movement and physical theatre on stage in conjunction with puppetry.

## **Homework**

Students may be required to draw designs and research an environmental issue at home.

## **Assessment Strategies**

Students will be assessed on skills in street theatre performance; collaboration during construction; script development; creation of chorus and physical theatre that links thematically to the environmental issue being examined.

# Food Franchise

**Subject Contribution Fee: \$50**

## Course Outline

How can you make money from a love of food? Experiment with food and eating while making a profit!

Students engaged in the Food Franchise elective will work collectively on a project-based task, the aim to be development of a successful food van and market stall. In order to be successful students will need to employ a range of skills including; research and investigation, collaboration, promotion and food production.

Students will research the target market, experiment with recipes, test food products, engage with industry professionals and evaluate products and processes. The culmination of this work will be a class market at ASC where students sell their products and evaluate success and profitability.

## Subject Fees

\$50

## Course Requirements

Students will require a note book and general pencil case.

## Homework

Students may be required to complete research tasks or surveys outside of class time which will contribute to their project.

## Assessment Strategies

Students will be assessed on their involvement in the process of developing their Food Franchise. Peer assessments will be conducted throughout the development process and students will be required to complete a self-assessment at the completion of the Market Day. These assessments will be mostly completed in class time.

## How to be a Footballer

**Subject Contribution Fee: \$30**

### Course Outline

*Do you want to be the best version of yourself, on and off the field?*

Increase your skills, knowledge and understanding of the sport of Football (Soccer) in this elective. Engaging this course will allow you to identify, plan, implement and review strategies to improve performance on and off the pitch!!!!

In this course you will take control of your learning to target:

- Positional play on the field
- Skills, on and off the ball
- Whole body fitness and injury prevention
- Tactical formations
- Self-confidence and self-efficacy
- Life as a professional footballer

This course is a mix of theory and practical lessons whereby understanding and knowledge learnt in class is applied in theory lessons in order to complete projects.

Assessment products produced in this course include:

- Video analysis
- Skill testing and demonstrations
- Personal Football Portfolio
- Laws of the Game & Refereeing Course
- ASC Football Yearbook

### Subject Fees

Contribution fee for this course is \$30

### Course Requirements

Student will be required to bring writing equipment and books for theory lessons while also bringing football boots and appropriate clothes for practical lessons.

# Forensic Science

**Subject Contribution Fee: \$10**

## Course Outline

Students will assume a variety of roles involved in forensics investigations including, but not limited to, that of a forensic chemist, lawyer and forensic anthropologist. They explore 4-6 real crime, identify the science used in solving the crime and replicate the methods in a series of exploratory experiments. Students will then determine if they arrived to the same conclusion as the forensic investigators in the case and present their information in a portfolio of work.

Students will gain scientific skills during the course of the unit including: planning and performing experiments, writing scientific reports, collecting and presenting information and evidence, evaluating methods used and conclusions reached, communication and collaboration, and more.

Some of the topics covered may include: OJ Simpson, Ivan Milat, Lindy Chamberlain, Frank Abagnale, Anna Anderson and more. Students will also be required to create their own crime scenes with evidence that can be solved by other classes.

*NOTE: Students will not be viewing graphic material - pictures, videos, written or other - during this course but will focus on the scientific methods to collect and analyse forensic data.*

## Subject Fees

\$10 for materials

## Course Requirements

Students will require: a lined workbook, a portfolio and internet connection at home (if possible).

## Homework

Homework will include completing tasks from lessons, engaging in research and conducting some investigations outside of the classroom.

## Assessment Strategies

Students will be assessed termly on their engagement and results from exploring the cases. They are expected to dissect the cases presented and replicate the forensic science undertaken to reach a verdict of guilty of innocent.

Some assessment aspects include:

- How well they plan, perform and provide written reports on experiments
- Communication and collaboration with team members the and class
- Evaluating and improving scientific methods
- Evaluating evidence and verdicts in the cases
- Engagement with the course material and activities
- Correct and safe use of equipment

## Hands on History

**Subject Contribution Fee: Nil**

### Course Outline

Students will undertake two Inquiry Based Learning projects one researching the Cold War and Espionage, and the other researching the History of Magic. Students will participate in research both broad and specified within each topic exercising their individual style, creativity and engagement with the wider school community. They will be given the opportunity to expand their understanding of various cultures and will develop their skills in research, interpretation of information, presentation, communication and collaboration skills.

As part of their Cold War project they will work to answer the question “What is Espionage?” conducting research into the Cold War generally as well as the nature and effects of espionage. They will be given the opportunity spy on teachers (participation volunteered) and present their surveillance in the form of a dossier, determining their teacher’s security status.

Whilst studying the History of Magic, students will choose a culture or belief system and work to answer the question, “how has magic changed through history?” Students will research magic within the bounds of their chosen culture in general before choosing a “magical” object common to that belief and create it. Students will present a demonstration of the object to the class.

### Assessment – Cold War

Students will submit a proposal for investigating a particular teacher. Students will then participate in an interrogation of their chosen suspect where their dossier will be presented to the suspect. Post-project presentation will be followed by a reflection activity.

### Assessment – History of Magic

Students submit a practice run of their presentation in small groups and are provided feedback. Students use this feedback to further develop their presentation. Students will present their researched object, explaining the origin, use and importance of the object to the relevant beliefs.

### Homework

Homework will be determined as per needs of the respective project. Students may be required to work on parts of the project at home.

### Course Requirements

- Exercise book for research recording
- Ring binder folder with paper for final dossier (Cold War project)
- Student’s device (optional, but encouraged, in place of exercise book)
- Standard stationery – pens, pencils, rubbers, scissors, glue, highlighters

# History. Not just about the past.

**Subject Contribution Fee:** Nil

## Course Outline

This course aims to examine the ways that History connects to our modern world. It is not only about helping to understand our world today, but shows how the human story of people from the ancient world is really not so different to today.

Topics may include:

- Heroes and villains
- Medieval lives
- Museums – what goes in them? Who decides?
- History by accident
- War. Why?
- In the news

Projects will involve students making judgements about the lives of people from the past. There are also ethical concerns that will be considered and the place (or use?) of History in the modern world. There will be significant student choice in the design and focus of projects.

## Subject Fees

No fee.

## Course Requirements

A book and a device.

## Homework

There will be times when classwork will need to be completed at home, or a group may need to meet outside of school hours.

## Assessment Strategies.

Assessment will include:

- contribution to, and participation in, the class
- projects that demonstrate critical thinking and analysis of sources
- individual work, group work and reflection

## Applied Mathematics

**Subject Contribution Fee: \$40**

### Course Outline

This course uses a formal Problem Based Learning methodology to create technology based solutions with a high mathematical content. Participants will need a sound understanding of:

- Algebraic techniques
- Pythagoras Theorem
- Statistical Analysis

at an advanced stage 4 level. As well students will need to apply their understanding of Stage 5 Trigonometry to complete some projects.

The course will consist of a number of project opportunities that will give our students exposure to the use of mathematics building systems and solving problems with real world applications. The work will be done in groups and projects will last for approximately one semester. All projects have a phase two that allow the introduction of advanced system packages. All software will be open source.

1. **Robotics.** This project is tailored for a two-wheeled robotics kit called the SparkFun Inventor's Kit for RedBot. It will include an ultrasonic sensor to detect objects and generate SLAM maps. Phase two will include the addition of a raspberry pi and a camera for facial recognition.
2. **IoT system design.** This project is designed to do some basic control circuits of light and water control and a security system. Phase two will involve the design and implementation of a commercial control system with application in the food production environment.
3. **Chatbox User Help system.** Creating a mobile based chat box to provide school information for students in Stage 5 and Stage 6. Phase two of this project will include the introduction of an Artificial Intelligence engine to allow a machine learning capacity that will facilitate including new subject areas.
4. **Game Development.** Creating a web based 2D graphics game using Javascript, jQuery and Phaser graphics and animation. Phase two will be designing a simulation environment to use the P2 physics engine to create a real world simulation of a skateboard park with tarzan swings, spring loaded obstacles and hover boards.
5. **Data Visualisation Project.** This project will be using web based technology, SQL databases and sophisticated statistical analysis to tell the story of water collection and usage in North West and New England region. Phase two will be to develop interactive simulations to show the value of different water recycling technologies.

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## Course Structure

This course is based on a set of sophisticated learning materials provided as **Computing by Design (CxD)**, a collection of project guidebooks for use in high school computer science courses. In each project student teams collaboratively design and build a solution to a problem within a particular context using a specific technology. The course comes with detailed planning and support material and significant tutorial and supporting documentation.

## Course Objectives

The objectives of this course are:

- to expose students to the use of mathematical design and modelling techniques with theories and concepts based around advanced stage 6 concepts; and
- to develop sophisticated projects that can be shared with future students who can take your vision and learning and develop downstream improvements that extend and continue the development of new ideas.

## Subject Fees

\$20 per semester

## Course Requirements

Any specific requirements, eg. specialist equipment, clothing, books, stationery a student will need to study this course

## Homework

The course will require specific skills development in programming. Tutorials will be supplied but students will be expected to undertake some exercises in their own time.

## Assessment Strategies

There will be two assessment strategies:

- Certification tests for skills based tutorials
- Project deliverables as outlined in the planning documents and agreed by the project team

## Move It

**Subject Contribution Fee: Nil**

### Course Outline

This practical, hands-on elective has been developed to allow students to explore the benefits and importance of a life filled with physical activity. This course will be divided into two modules - 'Outdoor Recreation' and 'Youth and Physical Activity' - and will be a mixture of practical and theoretical content.

#### Module 1: Outdoor Recreation

**Driving Question: 'What are the benefits associated with being physically active in the great outdoors?'**

Throughout this module students will develop the skills and knowledge necessary to participate safely in outdoor recreation activities. They will investigate reasons individuals participate in outdoor recreation activities, and develop the skills associated with teamwork, navigation and wilderness first aid. Students will have the opportunity to build these skills while participating in a range of outdoor activities such as canoeing/kayaking, bushwalking and orienteering. This module will culminate in a public showcase of student work based around the benefits associated with outdoor physical activity.

#### Module 2: Youth and Physical Activity

**Driving Question: 'How can we engage children/adolescents to participate in regular physical activity?'**

The second module, 'Youth and Physical Activity', explores the different types of activities that young people participate in, and examines why participation in physical activity declines over an individual's lifespan. Students will investigate various tournaments and event management procedures before they work collaboratively to plan and run a Gala Day aimed at promoting the participation of physical activity to primary school students. Throughout these modules, students will develop an appreciation of individual differences, group dynamics and the benefits of working collaboratively. Students will demonstrate their ability to formulate plans and manage time and resources in order to achieve goals. They will demonstrate their ability to adopt a range of roles within group settings and will enhance their ability to support themselves and others' participation in movement contexts.

### Subject Fees

Contribution fee for this course will be nil, however, there may be additional costs associated with excursions that will take place away from the ASC school site.

### Course Requirements

Students will be required to bring writing equipment and books for theory lessons while also wearing sports uniform for practical lessons.

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## Homework

Homework will include completing tasks from lessons and engaging in research. There may be times that groups will need to meet outside of school hours to ensure that all tasks are completed in a given timeframe.

## Assessment Strategies

Students will be assessed through different types of assessment:

- Formative assessment – project process (commitment to theory and practical tasks, questioning, problem solving, teamwork, creativity, collaboration skills and contributions to class discussions)
- Peer assessment – individuals and groups will be peer assessed at different times of the project. Peers will support and comment on projects, offering feedback, encouragement and support
- Self-assessment and reflection – an important element that will be continuous throughout the year that will allow students to improve and reflect on their learning
- Public showcase and Gala Day – projects will be showcased to an authentic audience

## It's a Recycling World

**Subject Contribution Fee: \$40**

### Course Outline

*Do you have a passion or interest in how the fashion world can help with their war on waste?*

This course involves students producing decorated fabric items and the recycling of pre-loved clothes. Students may design an original decorated fabric item, personalise a design or embellish an existing fabric item with appropriate decorations. Students will also design an outfit from pre-loved clothing suitable for the catwalk at the Black Gully Festival or setting up a stall at Grounded Day! Safe and responsible use of materials, tools and techniques by students is essential in this course.

The Recycling-Upcycling unit will consist of study in the following areas:

- Properties and performance of textiles
- Planning and designing
- Textile designers
- Evaluation

### Subject Fees

\$40.00 for the year – this will cover the use of equipment.

### Course Requirements

- Students will provide their own pre-loved clothes to recycle into another garment. Scrap fabric will be provided from home and school. Students will be required to purchase beads, eyelets, glitter and other embellishments to complete their project.
- A Display folder and colouring-in pencils, crayons.

### Homework

Reflection and Evaluation of each Textiles item.

### Assessment Strategies

- At least **TWO – THREE** practical items for the year
- Accompanying folio
- Designer research assignment
- Research of textile fibres and fabrics

## Science Extension

**Subject Contribution Fee: \$10**

### Course Outline

Students will assume the role of a scientist, an engineer, a researcher and a presenter while completing a range of projects throughout the course. Some projects include: creating a video presentation for the 'Sleek Geeks' competition, making a Rube Goldman machine, conducting and reporting on a major experiment of their design, and more.

Students will gain scientific skills during the course of the unit including: planning and performing experiments, writing scientific reports, collecting and presenting information and evidence, evaluating methods used and conclusions reached and communication and collaboration to name a few.

### Subject Fees

\$10 for materials

### Course Requirements

Lined workbook, portfolio, internet connection at home (preferable)

### Homework

Homework will include completing tasks from lessons, working on projects, engaging in research and conducting some investigations outside of the classroom.

### Assessment Strategies

Students will be assessed termly on their engagement and products from the projects undertaken. Some assessment criteria include:

- How well they plan, perform and provide written reports on experiments
- Communication and collaboration with team members and the class
- Evaluating and improving scientific methods
- Evaluating evidence and verdicts in the cases
- Engagement with the course material and activities
- Correct and safe use of equipment

## Scrap Yard Challenge

**Subject Contribution Fee: \$20**

### Course Outline

Reduce... recycle...reuse. Students will dismantle used pallets and reuse the materials. This will involve the collection of pallets from around town, construction of a “pallet buster” tool and break up pallets.

Students will visit the Building Recycles, Metal Scappies and the Tip Shop to gather materials for self-directed projects.

Students will research, design and build projects from the reclaimed materials gaining both wood and metalworking skills.

### Subject Fees

\$20 to cover finishing materials and hardware. Students may need to purchase additional materials.

### Course Requirements

Students will need appropriate footwear for workshop activities

### Homework

Students will be expected to undertake research and develop ideas.

### Assessment Strategies

Students will be assessed on the quality of the projects, innovation and use of reclaimed materials.

# Your Future: Sustainability

**Subject Contribution Fee:** Nil

## Course Outline

This course enables students to challenge themselves to think through real world problems and then create some real world solutions. The focus is on sustainability – economic, social and environmental. Greta Thunberg, as a concerned young person, will be a role model for us.

Options may include:

- tourism and travel
- waste and recycling
- climate change
- population
- act locally, think globally

Students will examine scientific data, public opinion and government policy and action (or inaction) to formulate their own responses to some of our greatest global challenges. Projects that students will engage in include:

- sorting the fact from the fiction and the opinion
- creating a campaign
- how do we get the old people to listen to the young people?

## Subject Fees

No fees.

## Course Requirements

A book and a device.

## Homework

There will be times when classwork will need to be completed at home, or a group may need to meet outside of school hours.

## Assessment Strategies

Assessment will include:

- contribution to, and participation in, the class
- projects that offer real world solutions to aspects of sustainability
- individual work, group work and reflection

## 'Out of the Zone' Theatre Troupe

**Subject Contribution Fee:** Nil

### Course Outline

This elective brings together a group of students who are interested in exploring contemporary non-traditional forms of theatre.

You will create your own theatre performance for presentation in Semester 1 and Semester 2. In this course you will be working collaboratively to develop your own play, exploring 'immersive' theatre techniques, developing 'physical theatre' skills and experimenting with digital technology and the ways this can enhance performance. This is theatre not like we have seen it before. The possibilities are only limited by your imagination. This experience will take both performers, technical experts and audience 'out of the zone' of theatre as we know it.



# Videos for Change

**Subject Contribution Fee:** Nil

Imagine what the world could look like if we could mobilize millions of young people to drive social advocacy, for many issues, and in many communities?

**What needs to change?**

**How can we be part of making it happen?**

Become an advocate for social change.

Build skills in collaboration, critical thinking, creative thinking, communication and citizenship.

## Course Outline

The aim of this course is to amplify the voice of young people through making a *video for change*.

Students will work collaboratively on a pilot video then opt to work in small groups or individually on a major project.

Students will identify the change they wish to speak up about and create a video project to drive the change.

## Subject Fees

Nil

## Course Requirements

Students will require a journal to document the production process and access to video editing.

## Homework

Students will map out a timeline for their projects and homework will be required to meet these deadlines.

## Assessment Strategies

Students will create a set of criteria for each competency: collaboration, critical thinking, creative thinking, communication and citizenship.

These will then be self-assessed, peer-assessed and teacher assessed.

## Visual Design

**Subject Contribution Fee: \$40**

### Course Outline

This course enables students to develop an interest in and enjoyment of investigating the evolving practices, technologies and ideas of a range of design-based studio practices. Students will investigate and explore a variety of design briefs and projects that involve designing and making objects that apply aesthetic qualities and serve a practical function.

The course is scaffolded to introduce students to a range of design contexts, both handmade and digital using specialist software, which equip them with the studio skills and processes to undertake a Personal Interest Project (PIP) of their own choosing. This fosters students' 21<sup>st</sup> century skills to not only create their projects, but to consider and problem solve the aesthetic qualities required for audience appeal and marketing.

Studio Practices and Contexts may include:

- Marketing aesthetics – product and packaging
- Advertising
- Character concept design and illustration
- Animation
- Wearables – badges, pendants, jewellery
- Logo design and clothing prints

At the conclusion of the course, students will leave with a portfolio of work that demonstrates an ability to respond creatively to a variety of design contexts as well as sustain and lead their own project.

### Subject Fees

\$40

### Course Requirements

A4 VAPD (Art Diary)  
USB Flash Drive (recommended)

### Homework

Majority of work is completed during allocated class time, however there is an expectation that some assessments are completed or prepared outside of class time.

### Assessment Strategies

- Interpreting and responding to design contexts, including the work of other designers
- Studio projects (handmade and digital)
- Personal Interest Project (PIP)