



COLUMBA CATHOLIC COLLEGE
CHARTERS TOWERS

Shine at Columba

YEAR 7 AND 8 CURRICULUM HANDBOOK 2026

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CHARTERS TOWERS

Shine at Columba

MISSION STATEMENT

Columba Catholic College inspires day and boarding students, in a climate of Courage, Commitment and Compassion, to grow in faith, purpose and knowledge. Founded on Catholic traditions, the College community encourages students to use their gifts and talents to pursue excellence and to be a 'Light to the World.'

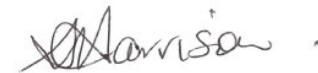
FROM THE PRINCIPAL

Students progress through their learning on the Mt Carmel Campus in two stages: Years 7, 8 and 9; and then into the Senior Years of Years 10, 11 and Year 12.

There are distinct differences in the way learning is structured and engaged within each phase of learning. In Years 7 and 8 we offer a broad based learning program where students experience subjects within each key learning area so they have the opportunity to refine and build upon areas of interest and skill.

This Year 7 and 8 Subject Handbook is designed to give students a summary of their course of study. Learning in Years 7 and 8 is focused on developing students' study, organisational and time management skills, so they gain some enduring positive study and academic processes to enable them to learn with confidence and challenge across various subject areas.

I look forward to working with you into the future.



Shayne Harrison
ACTING PRINCIPAL



YEARS 7 AND 8 CURRICULUM INFORMATION

All students in Years 7 and 8 will study a core curriculum based on the Australian Curriculum. The aim is to provide students with the opportunity to experience a diverse range of subject areas offered at Columba Catholic College before they begin to make subject selections in Year 9. Most subjects will be studied for the year with the exception of the rotational subjects which will be studied for a trimester.

YEAR 7 and 8 CORE SUBJECTS:

CORE SUBJECTS:

- Religion
- English
- Mathematic
- Health & Physical education
- Science
- History
- Geography
- Economics and Business
- Civics and Citizenship

YEAR 7 AND 8 ROTATIONAL SUBJECTS:

THE ARTS:

- Drama
- Media Arts
- Music
- Visual Art

LANGUAGES:

- Chinese

TECHNOLOGIES:

- Design and Technologies - Agriculture
- Design and Technologies – Materials and Technologies Specialisations
- Design and Technologies – Food Specialisation
- Design and Technologies – Engineering principles and systems
- Digital Technologies

ADDITIONAL INFORMATION

Homework/Study

Each student will be required to complete homework each night. This can take the form of work set by the teacher, a review of the day's work, assignment work or general revision of work completed earlier in the semester.

Homework/study should be done under conditions where distractions, such as television, electronic devices and social media, are kept to a minimum.

Recommended study times

The following is a guide to the quantity of time to be spent completing homework and study at each year level. There will be times when these suggested timings are exceeded, especially prior to examinations and the submission of major assessment work. Care should be taken to maintain balance between study, sporting and recreational commitments.

YEAR LEVEL	QUANTITY OF HOMEWORK
7 & 8	1 - 1.5 hours 4 to 5 times a week

RELIGIOUS EDUCATION

RELIGION

FOCUS

Religious Education plays an important role in the life of the College and is studied by all students. Religious Education aims to develop students' religious literacy, so that they may participate effectively in the life of their faith communities and wider society.

LEARNING EXPERIENCES

- In Religious Education classes students grow in their knowledge and appreciation of the Catholic faith tradition, other Christian traditions and other religions through studying scripture, the teachings of the Church and historical events and persons, as well as contemporary life. Religion classes provide opportunities for students to think critically and reflectively, engage in discussions and develop an understanding of the need for tolerance, sensitivity and justice in our world.
- Religious Education at Columba Catholic College incorporates elements of the Religious Life of the School, such as liturgy, prayer, meditation and retreat as compulsory additions to the course.
- The classroom teaching and learning of Religion is organised around four strands with three sub-strands for each:
 - Sacred Texts (Old Testament; New Testament; Christian Writings and Wisdom)
 - Beliefs (Trinity: God, Jesus the Christ, Spirit; Human Existence; World Religions)
 - Church (Liturgy and Sacraments; People of God; Church History)
 - Christian Life (Moral Formation; Mission and Justice; Prayer and Spirituality)

YEAR 7

- Introduction Unit
- Encountering Prayer
- Common Beginnings
- Christian Morality
- Creeds and Deeds
- Journeys to Faith
- Life of the Church and communities

YEAR 8

- Introduction Unit
- Mystery of the Trinity
- God's Saving Plan
- Initiation Rituals
- Apostolic Preaching
- The Church Today
- Prayer (Head, Heart and Hands)



ASSESSMENT

- Assessment provides an indication of students' religious literacy. Assessment in Religious Education (but is not limited to) takes the form of both class-based activities and assignment work. Examples of assessment items include research assignments, PowerPoint presentations, exams, the creation of pamphlets, storyboards, posters and oral presentations.

FOCUS

The Australian Curriculum: English Version 9 aims to enhance students' communication and literacy skills through a structured approach. It focuses on three main strands—Language, Literature, and Literacy—to build proficiency in Standard Australian English. Students will learn the key skills of listening, speaking, reading, viewing, and writing, as well as how to adapt their language use to suit various contexts, purposes, and audiences. By engaging with diverse texts and integrating literacy throughout the curriculum, the study of English prepares students for academic success and effective participation in society. This approach equips them with essential tools for critical thinking and lifelong learning.

LEARNING EXPERIENCES

Students will engage in a variety of learning experiences designed to build their literacy and communication skills. They will be introduced to different types of literature written by First Nations Australians, Australian and world authors, discussing important themes and characters, they will be encouraged to take part in class discussions, so they are able to share their ideas and learn from each other. The curriculum also emphasizes the importance of effective communication and equips the students with the necessary skills to express their ideas clearly, preparing students for future academic and personal success.

ASSESSMENT

Units of work in Year 7 and 8 include First Nations and Dystopian Literature, Poetry, Stories within Film and TV and Short Stories. Students complete a variety of written and spoken assessment tasks. Examples of assessment include persuasive speeches, panel discussions, and narratives through both assignments and examination.



MATHEMATICS

MATHEMATICS

FOCUS

Mathematics is both a fascinating and essential discipline, driven by our desire to understand and explain the world around us. Through the study of number, algebra, measurement, space, statistics, and probability, students develop foundational skills that are vital in everyday life and a wide range of careers. In an era shaped by rapid advancements in computing, digital systems, automation, artificial intelligence, economics, and data-driven decision-making, mathematics plays a crucial role in helping us quantify, reason, and solve problems. The study of mathematics aims to equip students to become confident, capable, and effective users and communicators of mathematical ideas—able to investigate, represent, and interpret real-world situations, think critically, and make informed decisions as active and engaged citizens.

LEARNING EXPERIENCES

In Years 7 and 8, students build on their previous maths knowledge with a variety of learning methods to understand and apply mathematical concepts. They develop skills in problem-solving and decision-making through practice and reasoning.

In Year 7, students will:

- Build confidence using positive and negative numbers and fractions
- Practise mental maths, written methods, and using calculators
- Learn about powers of numbers (e.g. 2^2 , 10^3)
- Start using letters (like x or y) to represent numbers in formulas
- Solve real-life problems using fractions, percentages and ratios
- Show patterns and relationships using tables, graphs and rules
- Learn more about angles and how to use them in measurement
- Sort and draw 2D shapes and show 3D shapes on paper
- Plot points and move shapes on a grid
- Collect and display data to answer questions
- Explore probability by doing chance experiments

In Year 8, students will:

- Develop their skills with integers, fractions, and decimals, and convert between them
- Extend their use of powers of numbers and solve practical problems with different methods
- Solve real-life problems using ratios, percentages, and proportions
- Work with equations, tables, and graphs in algebra
- Learn about Pythagoras' theorem and explore special types of numbers
- Use and convert metric units, and think about accurate measurement
- Solve problems involving circles and similar or matching shapes
- Use digital tools to work with 3D coordinates
- Explore chance through simulations and calculations
- Collect and analyse data to understand patterns and differences

ASSESSMENT

Students will demonstrate their learning through exams and through problem-solving and modelling tasks. These tasks involve real-life scenarios where students apply their maths skills to find solutions and make sense of practical situations.

FOCUS

Science is an exciting and creative field that comes from our curiosity to understand the world around us. By studying science, students learn key ideas and processes, how scientific knowledge is built, and how science shapes our culture and society. It also helps students gain the knowledge and skills needed to make smart choices about issues in their communities and the world, and prepares them for careers in science.

LEARNING EXPERIENCES

In Year 7, students study the variety of life on Earth and learn how classification helps organise this diversity. They use models to understand energy flow in ecosystems, explore the Earth-sun-moon system, and study matter at a microscopic level. They also investigate how forces affect motion and begin to see the connection between science and society, recognising the importance of culture and ethics in scientific research.

They may explore questions such as:

- Mosquitoes are so annoying! What would the impact be if we got rid of them?
- What would Australian ecosystems look like without fire?
- How do simple machines make our lives easier?
- Why is being able to separate mixtures important?

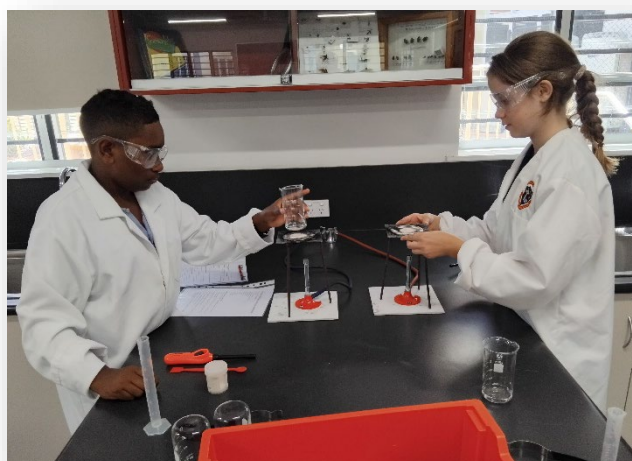
In Year 8, students explore the world of cells and how they contribute to the functioning of living organisms. They learn about organ functions, body systems, and Earth as a dynamic system. They study different types of energy, its role in causing changes, and the forces shaping the planet. They examine matter at the atomic level, distinguishing between chemical and physical changes and understanding energy in reactions. Through experiments, they learn to describe properties and events with accurate measurements and models.

They may explore questions such as:

- Can we predict changes to the shape and position of continents?
- Are facts enough? How much does science communication matter?
- How can we tell if a substance has changed?
- How can we best measure what we cannot directly see?
- How is a leaf like a lung?

ASSESSMENT

Students will demonstrate their learning through a mix of assessments, including exams, experiments, and research investigations, as well as class activities that develop essential skills in collecting, analysing, evaluating, and presenting data. Where appropriate, this might take them into the lab or out into the field, giving them hands-on experience and a chance to apply their knowledge in real-world settings.



HUMANITIES AND SOCIAL SCIENCES

HUMANITIES AND SOCIAL SCIENCES

FOCUS

The Year 7 Humanities and Social Sciences (HASS) program provides students with a broad introduction to the key disciplines of History, Geography, and Civics & Citizenship. Across the year, students explore how societies are shaped by people, places, and institutions, while developing essential skills in inquiry, analysis, and communication.

Aligned with the Australian Curriculum Version 9, this structure provides Year 7 students with a balanced and engaging foundation across the HASS disciplines, encouraging them to make connections between the past, present, and future, and to reflect on their role as active and informed members of society, they will study History, Geography, and Civics & Citizenship.

LEARNING EXPERIENCES

HISTORY

Topic 1: Deep time history: Our heritage

This unit examines Australia's ancient past, exploring the rich history and cultural heritage of First Nations Australians. Students analyse archaeological evidence, historic, and cultural sites to understand Indigenous knowledge systems and their lasting impact.

Topic 2: The ancient world: Exploring China

This unit focuses on Ancient China's social, political, and cultural structures. Students investigate the First Emperor, Qin Shi Huang, and his major achievements, as well as other significant developments in Ancient China such as the Silk Road, Confucianism, Taoism, and dynastic governance to understand China's influence on both historical and modern societies.

GEOGRAPHY

Topic: Space, Place, and Wellbeing

This unit explores factors affecting the liveability of places, including environmental quality and access to services. Students assess their own communities and consider strategies to enhance liveability for all.

CIVICS AND CITIZENSHIP

Topic: Democracy, Law and Citizenship in Australia

This unit examines the key features of the Australian Constitution, the responsibilities of the three levels of government, and how democratic values such as freedom, equality, fairness, and justice shape our society.

ASSESSMENT

Students will demonstrate their learning through short and extended responses, presentations, and exams to evaluate students' understanding and application of key concepts and skills.

FOCUS

The Year 8 Humanities and Social Sciences (HASS) program builds on the foundations of Year 7, providing students with opportunities to deepen their understanding of History, Geography, and Economics & Business. Students continue to explore how societies are shaped by people, places, and institutions, while strengthening their skills in inquiry, analysis, and communication.

LEARNING EXPERIENCES

HISTORY

Topic 1: Medieval Europe

This unit examines life in the Middle Ages, exploring the feudal system, the Church's role, and major events like the Crusades and the Black Death that shaped European society.

Topic 2: Raiders, Traders, and Settlers: The Vikings

This unit investigates Viking societies, their culture, seafaring skills, and interactions with Europe through trade, raids, and settlement, highlighting their lasting influence.

GEOGRAPHY

Topic: Cities, Towns, and Migrations

This unit examines urbanisation and migration patterns, analysing how populations move and cities develop. Students explore the causes and effects of urban growth, challenges in city planning, and the environmental and social impacts of migration.

ECONOMICS & BUSINESS

Topic: Markets and Participants

This unit examines the role of markets in allocating resources, focusing on the interaction between consumers, producers, and government. Students explore how prices are determined through supply and demand, and how external factors such as competition, ethics, and innovation influence choices in the marketplace.

ASSESSMENT

Students will demonstrate their learning through short and extended responses, presentations, and exams to evaluate students' understanding and application of key concepts and skills.



HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

Year 7

In Year 7 Health and Physical Education (HPE), students transition into the secondary years by developing their skills, knowledge, and understanding of health, movement, and wellbeing. This course is aligned with the Australian Curriculum and aims to build a strong foundation for making healthy choices, working collaboratively, and participating confidently in a range of physical activities.

Health Education: Students will investigate topics such as personal safety, nutrition, respectful relationships, and mental wellbeing. They will explore how social, cultural, and environmental factors influence health and apply strategies to make informed, safe, and respectful decisions. Through class discussions, research tasks, and problem-solving activities, students will strengthen their health literacy.

Physical Education: Students will participate in a variety of sports and physical activities to enhance their fundamental movement skills, tactical awareness, and teamwork. They will be introduced to basic biomechanical principles, explore skill development strategies, and reflect on their own performance. Activities may include athletics, invasion games, net and court games, and fitness-based challenges.

By the end of Year 7 HPE, students will have developed the knowledge and confidence to participate in physical activities, make informed health decisions, and contribute positively to the wellbeing of themselves and others.

Year 8

In Year 8 Health and Physical Education (HPE), students build on the skills and knowledge developed in Year 7 to further enhance their understanding of health, wellbeing, and physical performance. This course, aligned with the Australian Curriculum, supports students to make informed choices, develop resilience, and engage in physical activity for lifelong health.

Health Education: Students will explore topics such as risk management, healthy lifestyle planning, respectful relationships, mental health, and strategies for responding to peer influence. They will investigate how community, cultural, and environmental factors influence health behaviours and develop skills for effective communication and decision-making.

Physical Education: Students will participate in a variety of individual and team-based sports to refine movement skills, apply tactical strategies, and enhance their understanding of biomechanical principles. Activities may include invasion games, striking and fielding games, net and court games, athletics, and fitness challenges. Students will engage in self-analysis and goal setting to improve performance.

By the end of Year 8 HPE, students will have expanded their physical skills, deepened their understanding of health and wellbeing, and developed strategies to maintain active and healthy lifestyles.

YEAR 7 and 8 LEARNING EXPERIENCES

- Skill refinement and tactical application in multiple sports.
- Group research projects on current youth health issues.
- Role-play and problem-solving activities for safe decision-making.
- Fitness testing and personal training program development.
- Video and peer analysis to enhance technique.

YEAR 7 and 8 ASSESSMENT

- Practical performance evaluations.
- Research assignments and health promotion projects.
- Reflective fitness and skill development journals.
- Oral or multimedia presentations on health topics.
- Peer and self-assessments on leadership and teamwork.

LANGUAGES

LANGUAGES - CHINESE

FOCUS

In Year 7 and 8, Chinese studies aim to develop key language skills while gaining insights into Chinese culture and society. Aligned with the Australian Curriculum V9, students will develop listening, speaking, reading, and writing skills in Mandarin, alongside gaining an understanding of basic grammar structures and vocabulary. Learning languages broadens students' horizons, opening up personal, social and future employment opportunities in an increasingly interconnected global community. As countries become more independent, people in all spheres of life need the ability to communicate and share experiences across languages and cultures. This growing interdependence highlights the need for bilingual or multilingual skills, as proficiency in English alone is no longer enough in a globalised world.

LEARNING EXPERIENCES

Students engage in fun and practical activities like vocabulary games, role-playing conversations, writing characters, cultural learning projects, and immersive experiences, supporting them to develop both language skills and cultural awareness.

YEAR 7 CHINESE

Students are introduced to the fundamentals of Mandarin Chinese, focusing on building a foundation in language skills and cultural understanding. The unit emphasises developing listening, reading, speaking, and writing skills through practical activities.

Topic 1: Introduction to Mandarin Chinese

Topic 2: My daily routine

YEAR 8 CHINESE

Students will continue to develop their Chinese language skills, focusing on themes such as discussing the weather, seasons, and school routines. They will practice using time expressions, vocabulary, and sentence structures to talk about their daily activities.

Topic 1: What is the weather like?

Topic 2: School life

ASSESSMENTS

Assessments include listening and reading comprehension tasks, spoken interactions, written short and extended responses, and presentations in Chinese. These tasks evaluate students' ability to apply vocabulary, grammar, and Chinese characters, as well as their intercultural understanding and communication skills.

你好

"Ni hao"

"Hello"

zài

jiàn

再见

Goodbye!

TECHNOLOGIES

DIGITAL TECHNOLOGIES

FOCUS

Digital Technology is a subject where students develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria.

Students are provided practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Students are encouraged to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

LEARNING EXPERIENCES

Students will:

- acquire, interpret, and model data with spreadsheets and represent data with integers and binary.
- design and trace algorithms and implement them in a general-purpose programming language.
- select appropriate hardware for particular tasks.
- explain how data is transmitted and secured in networks.
- identify cyber security threats.
- select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects.
- manage their digital footprint.

ASSESSMENT

- Portfolio of tasks



DESIGN AND TECHNOLOGIES - MATERIALS AND TECHNOLOGIES SPECIALISATIONS

FOCUS

Material and Technologies Specialisations is a subject where students are given an opportunity to integrate textile design theory with practical skills to design, manufacture and evaluate creative solutions to everyday problems. Using a scaffolded design process as a central framework, students are encouraged to create innovative design solutions. In particular, students analyse how characteristics and properties of materials, components, tools, and equipment can be combined to create designed solutions.

The safe use of textiles equipment is a key concept in this course and all students are taught, and required to demonstrate, a clear understanding of Workplace Health and Safety (WHS) practices.

LEARNING EXPERIENCES

Students will:

- Analyse characteristics and properties of materials, systems, components and equipment.
- Design and produce a simple practical item using textiles.

ASSESSMENT

- Skill Development Project
- Design Folio and Project



DESIGN AND TECHNOLOGIES - FOOD SPECIALISATION

FOCUS

Food Specialisation is a subject where students are given an opportunity to integrate design theory with practical cooking skills to design, manufacture and evaluate creative solutions to everyday problems. Using a scaffolded design process as a central framework, students are encouraged to create innovative design solutions. In particular, students analyse how properties of foods determine preparation and presentation techniques when designing solutions for healthy eating.

The safe use of kitchen equipment is a key concept in this course and all students are taught, and required to demonstrate, a clear understanding of Workplace Health and Safety (WHS) practices.

LEARNING EXPERIENCES

Students will:

- Explore the fundamentals of food preparation.
- Design and produce nutritious and delicious meals and snacks.

ASSESSMENT

- Skill Development tasks
- Design Folio and Project



DESIGN AND TECHNOLOGIES - ENGINEERING PRINCIPLES AND SYSTEMS

FOCUS

Engineering Principles and Systems is a subject where students are given an opportunity to integrate design theory with practical workshop-based skills to design, manufacture and evaluate creative solutions to everyday problems. Using a scaffolded design process as a central framework, students are encouraged to create innovative design solutions. In particular students analyse how force, motion and energy are used to manipulate and control engineered systems. The safe use of workshop equipment is a key concept in this course and all students are taught, and required to demonstrate, a clear understanding of Workplace Health and Safety (WHS) practices.

LEARNING EXPERIENCES

Students will:

- Analyse how force, motion and energy are used in engineered systems.
- Design and produce a simple machine that performs a simple task.

ASSESSMENT

- Skill Development Project
- Design Folio and Project



DESIGN AND TECHNOLOGIES - AGRICULTURE

FOCUS

Agriculture is a subject where students are given an opportunity to integrate design theory with practical skills to design, manufacture and evaluate creative solutions to everyday problems. Using a scaffolded design process as a central framework, students are encouraged to create innovative design solutions. In particular, students analyse how food and fibre are produced in managed environments like Columba Downs Station and Columba's Agricultural Centre. A particular focus in this subject is the skills and knowledge used in the management of the sheep industry and how this industry promotes sustainability and technological innovation.

The safe use of agricultural equipment is a key concept in this course and all students are taught, and required to demonstrate, a clear understanding of Workplace Health and Safety (WHS) practices.

LEARNING EXPERIENCES

Students will:

- Analyse how food and fibre are produced in managed environments.
- Analyse how agricultural environments can become sustainable.
- Design and produce a solution for a practical problem encountered in the agricultural context.

ASSESSMENT

- Knowledge and Skill Development tasks
- Design Folio and Project



THE ARTS

DRAMA

FOCUS

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places and communities.

Drama is directly linked to play, the root of all creativity in children. At its core, drama is about taking on roles and “standing in the shoes” of another, and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner’s ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students’ development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.

Drama aims to develop students’:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

LEARNING EXPERIENCES

Students will learn about the basic building blocks of Drama. They experiment with the Elements of Drama and manipulate them in Drama that they watch and create. Students will explore skills and knowledge related to voice, movement, performance skills, basic scripting, and stage/set/costume design.

ASSESSMENT

Responding: Written short response that analyses and evaluates the use of the Elements of Drama in a short film.

Making (Forming): Creation of a storyboard that conveys a message.

Making (Performing): Group performance using one person’s storyboard idea.



MUSIC

FOCUS

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way.

The Arts Curriculum is driven by the Australian Curriculum. Music Foundation to 10 is organised into four interrelated strands, three which are assessed. The strands support students' growing understanding and the use of music in their lives.

The four strands are:

- Exploring and Responding
- Developing Practice Skills
- Creating and Making
- Presenting and Performing

LEARNING EXPERIENCES

In this course, students will encounter a wide variety of music. As part of this, they will learn about respectful approaches to music, learn how to play an instrument, how to analyse and evaluate music, and how to compose a song.

ASSESSMENT

Students will complete a folio of tasks, which will be submitted at the end of the course. The folio tasks will include a performance, a composition, analysis and evaluation of a song, and a discussion regarding respectful practices in the subject.



VISUAL ART

FOCUS

Through participating in visual arts activities, students are provided with opportunities to develop:

- Visual inquiry and experimentation skills to conceptualise and develop representations.
- The ability to manipulate visual conventions (elements and principles) to communicate ideas, perspectives, and meaning.
- Knowledge of materials, techniques, technologies, and processes to represent their own artistic intentions.
- An understanding of how aesthetic choices affect the way audiences view and interpret artworks.
- An ability to document, reflect upon, and resolve visual arts ideas.
- Knowledge of how visual arts practices are shaped by different viewpoints, including those of First Nations Australians and global contexts.

LEARNING EXPERIENCES

YEAR 7 and 8

Students will experiment with different techniques and media, exploring Visual Conventions. They will plan and present their work to an audience and begin analysing how artists use visual language in artworks from a variety of cultures, times, and places. Students will investigate the artistic practices of First Nations Australians, focusing on how artists represent culture and identity. Students will use a variety of materials and technologies including drawing, painting, and digital media to develop personal expression. They will evaluate how artworks are displayed and analyse the viewpoints of artists from a variety of social and historical contexts.

ASSESSMENT

YEAR 7 and 8

Folio of experimental and resolved practical work (including 2D and 3D forms) and a critical response assignment.



MEDIA ARTS

FOCUS

In the 21st Century, the focus on Media Arts is becoming far more widespread. This subject involves creating representations of the world and telling stories through communication technologies such as television, film, online content, radio, and newspapers. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

LEARNING EXPERIENCES

In this course, students will be introduced to the foundations of Media Arts and explore contemporary short films. They will work through production processes when creating work, and discover how media communicates ideas, perspectives, and meaning about people and places.

ASSESSMENT

Students will complete two tasks, a short response and a project. The short response will focus on analysing and evaluating perspectives in a short film as well as discussing respectful approaches to video making. The project has students creating their own vlog (video blog) by applying Media Arts concepts and production skills.



STAFF CONTACT LIST

SENIOR LEADERSHIP TEAM

LEADERSHIP POSITION	STAFF MEMBER	EMAIL
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Assistant Principal Administration	Rebecca Ebelt	rebelt@columba.catholic.edu.au

CURRICULUM MIDDLE LEADERS

If you would like any further information about any of the subjects outlined in this handbook, please contact the relevant Curriculum Middle Leader.

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Mathematics	Leanne Brandis	lbrandis1@columba.catholic.edu.au
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Health and Physical Education	Nathan Juhas	njuhas2@columba.catholic.edu.au
Science	Ben Naughton	bnaughton@columba.catholic.edu.au
Technologies	Dean Johnston	djohnston2@columba.catholic.edu.au
The Arts (Acting)	Maria Peck	mpeck@columba.catholic.edu.au
Inclusive Practices Teacher	Jordan Moy	jmoy@columba.catholic.edu.au

PASTORAL LEADERS

POSITION	STAFF MEMBER	EMAIL
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Year 11 and 12 Pastoral Middle Leader	Haydn Champion	hchampion@columba.catholic.edu.au

NOTES