STAGE 4
YEARS 7 & 8

Curriculum & Assessment Handbook

St Brigid's CATHOLIC COLLEGE

INFLAMING
HEARTS & MINDS
IN CHRIST

2022

St Brigid's Catholic College
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St Brigid's Catholic College is a Catholic school in the Diocese of Broken Bay and exists to educate and form young people in Catholic discipleship, offering them experiences of following Jesus as members of the Catholic community.

Staff and Areas of Responsibility

Senior Leadership Team

Principal	Mr Adam Murdoch
Assistant Principal	Mr Paul Lynch
Director of Mission	Mr Michael Landrigan
Director of Wellbeing for Learning	Mrs Monique smith
Director of Learning for Wellbeing	Mrs Alex Walters
Director of Teacher Growth	Ms Kylie Robinson

Middle Leadership Team

Leaders of Pedagogy

Mr Luke Richardson
Mrs Meredith Carantinos
Mr Joe Martindale
Mr David Walker
Mrs Rachel Foo
Mr Ashley Sadler
Mr Dan Hoolihan
Mrs Sherrie Cooper

Leaders of House

Ms Nick McFarlane
Mrs Lauren Bristow
MIss Kayla Keevers
Mrs Rebecca Rutherford
Ms Tegan Bayliss

Learning Support Team

Mrs Sarah Benham (Leader of Learning Support)
Mrs Meredith Carantinos (Learning Support Teacher)
Miss Sheree Hoskins (Learning Support Teacher)
Mrs Vanessa Larkin (Learning Support Assistant)
Mr Scott Gallen (Learning Support Assistant)
Mrs Liz Farrugia (Learning Support Assistant)
Miss Kayla Keevers (Learning Support Assistant)

Overview

This handbook outlines the requirements for students to complete Stage 4 education and the specific requirements for assessment for each of the subjects studied in Year 7 and Year 8.

The NSW Education Standards Authority - NESA (formerly the NSW Board of Studies, Teaching and Educational Standards - BOSTES) has responsibility for registration and accreditation of NSW non-government and government schools. They are also responsible for developing the curriculum and support materials, as well as awarding secondary school credentials such as the Record of Student Achievement (RoSA) and the Higher School Certificate.

At St Brigid's Catholic College students follow the NESA curriculum which incorporates the Australian Curriculum. There are syllabus documents for each subject providing teachers with the outcomes to be taught as well as the sequencing of learning.

Years 7 and 8 are combined as Stage 4. There are eight NESA Key Learning Areas in secondary school compared to six in primary. The KLAs are English, Mathematics, Science, Human Society in Its Environment (HSIE), Personal Development, Health and Physical Education (PDHPE), Creative Arts (CA); Technological and Applied Studies (TAS) and Languages (LOTE- languages other than English). In addition, for Catholic Schools within the Diocese of Broken Bay it is mandatory to study a ninth KLA, Religious Education (RE).

Students must complete the following courses in order to be deemed to have met the requirements of Stage 4.

RE	200 hours
English	200 hours
Mathematics	200 hours
Science	200 hours
HSIE	100 hours of History and 100 hours of Geography
CA	100 hours of Music and 100 hours of Art
TAS	200 hours
PDHPE	300 hours from year 7-10 (usually 75 hours per year)
LOTE	100 hours in one 12 month period

Using this handbook

This curriculum and assessment handbook is designed to assist students to achieve the best academic outcomes possible for them. This guide will be helpful to parents and students in planning for learning and therefore successful time management.

Parents and carers can greatly assist their child by providing a routine and quiet area for learning. Students will be provided with an assessment/project notification that will give students key opportunities (Checkpoints) to seek support and a final submission date so that students can prepare their learning across the Semester. Good planning reduces the stress caused by being unprepared. We encourage students to work diligently in class to reduce the homework requirements when they get home. Whilst not all courses won't allocate homework each day students are encouraged to consolidate their class work and complete tasks and projects at home to stay up to date.

Assessments are an important part of determining student performance indicated by the A to E grades, but professional judgement and other evidence also informs this grade. We encourage students to demonstrate their best learning each lesson as this will form part of their final grade.

External Assessments

The National Assessment Program- Literacy and Numeracy (NAPLAN) testing is an annual testing for students in Years 3, 5, 7 and 9.

NAPLAN is made up of tests in the four areas (or 'domains') of:
- Reading
- Writing
- Language Conventions (spelling, grammar and punctuation)
- Numeracy.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

Assessment

Link to NESA Assessment information

Standards
The NESA K–10 Curriculum Framework (https://syllabus.nesa.nsw.edu.au/) is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students. The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of the stage. The new NESA K–10 syllabuses for the Australian curriculum continue to promote a standards-referenced approach to assessing and reporting student achievement in NSW and the importance of assessment *for*, *as* and *of* learning as essential components of good teaching and learning.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- and descriptions of levels of achievement of that learning.

Syllabus outcomes present a developmental sequence in which students are challenged to acquire new skills, knowledge and understanding.

Teachers will be able to use standards as a reference point for planning teaching and learning programs and for assessing and reporting student progress. Standards help teachers and students to set targets, monitor achievement, and as a result make changes to programs and strategies to support and improve each student's progress.

Assessment For, As and Of Learning

Assessment is the opportunity for students to show what they know and what they can do.

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Assessment tasks will help both students and teachers to identify strengths and weaknesses so teachers and students can focus their teaching on what students need to learn to be successful at school. As part of the assessment feedback process students will find out about areas for improvement.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a

unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Grades will be awarded at St Brigid's using the methodology suggested by NESA.

How are students monitored, tracked and assessed at St Brigid's?

At St Brigid's, students are provided with a tutor teacher in each subject. The tutor teacher is responsible for the monitoring of student progress and is the **first point of contact** for parents who have any concerns for learning in the relevant subject.

During the course of a unit of work, student progress is monitored through a variety of means. Formative feedback is provided informally through conversations with students at checkpoint time. Teachers may give verbal or written feedback to students. This provides an opportunity for students to improve their performance as they move through their learning in working towards the final submission of their tasks.

At the end of the semester students will receive a grade using the Common Grade Scale for A-E. These grades will also be recorded on the students reports and also on Compass.

From 2022 onwards students will also be working towards a range of milestones for all their courses. These milestones have been designed by the teachers to engage students in a range of skills, understandings and goals that they will achieve throughout the semester. These are very subject specific and are deemed important for students as they progress through each of their courses. These are recorded on Compass and are available to families as they have achieved them. These will also be part of the students' reports.

Recording of Assessment

Staff keep records of the feedback, Checkpoint and Milestones. All Milestone data will be entered into and centralised in Compass (Learning Management System), and will be monitored by the Leaders of Learning.

Reporting

Reporting at St Brigid's has two dimensions. The first is the academic grade which is an A-E grade based on the Common Grade Scale (see below). The other dimension is the Milestones and Dispositions.

Academic Grades

Reporting is the process of providing feedback to students, parents and other teachers about students' progress. At St Brigid's Catholic College, parents will receive an academic report at the end of Semester 1 and Semester 2 as discrete reporting periods. The report also includes the Learning Review (see below).

Students will be assigned a grade from A to E according to the Common Grade Scale. The Common Grade Scale describes performance at each of the five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Students with special learning needs

Most students will be able to access the regular curriculum however it may be necessary for some students, because of their special learning needs, to require support including adjustments to teaching and learning activities and/or assessment tasks. (Adjustments to Assessments for Students with Special Learning Needs). This can be for students with identified learning difficulties, disabilities or for students identified as gifted and talented. For students with special learning needs there are also Life Skills courses in each subject area. The decision to study a Life Skills course should be a collaborative one involving the student, parents/carers and staff. The decision to study a Life Skills syllabus will be based on student need within each individual subject area.

Student Responsibility in Academic Work

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that students have met the following course completion criteria:
   a. followed the course developed or endorsed by NESA

b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
c. achieved some or all of the course outcomes.

The requirement for diligence and sustained effort would not be met if students engaged in the following:
- Persistent disruptive behaviour which affects the learning of self and/or others
- Repeatedly failing to complete assigned homework
- Made a non-serious attempt at an assessment task, including examinations
- Consistent, unsatisfactorily explained absence from lessons

At St Brigid's Catholic College, the Christian values of honesty, persistence and trustworthiness are embedded in all that we do. In completion of academic work, these underlying principles are essential. Should students be found to engage in behaviour that is contrary to these principles, then consequences may be imposed.

Sometimes the stress of completing work and submitting it on time tempts students to act in an inappropriate manner. At St Brigid's, students will be supported with the teaching of time management skills. Students are strongly encouraged to seek teachers' assistance if the workload is overwhelming or they are encountering difficulties managing their time. Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. This also includes plagiarism.

Here are some examples of behaviour considered to be cheating:
- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals
- falsifying reasons for late submission of work
- breaching college examination rules
- assisting another student in malpractice

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your results.

The following are common questions about plagiarism.

Q Is it plagiarism if I copy someone else's work and claim it is my own work?

A Definitely yes!

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A Yes. You are using someone else's thoughts and words without acknowledgement.

Q Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A Yes. This is plagiarism.

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

A It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written work this usually will be in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical work, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

Process for Students Engaged in Malpractice
Should a student be proven to engage in malpractice, including plagiarism, this will impact on their grade. The following process will be followed:
1. Teacher refers the matter to the Director of Curriculum
2. Director of Learning reviews the case and interviews the student
3. Decision made by the Director of Learning with teacher, student and parents being notified.

Students have the right to appeal this decision if there are extenuating circumstances which need to be considered. The student is responsible to contact the Director of Curriculum to have the situation assessed.

Submission of Assessments

Assessment is the opportunity for students to show what they know and what they can do. They allow both the student and teacher to identify strengths and weaknesses so teachers can focus their teaching on what students need to learn to be successful at school.

Assessment is due at 2.30pm. Students are expected to submit these on Hapara unless otherwise stated by the Tutor teacher.

If the student is absent for an assessment which is a performance task or examination then the student will negotiate with their teacher as to when this will be completed. In Stage 4 a letter from the parents/carers to explain why the day was missed will be required to justify the student being able to complete the task at a later time.

Homework

Homework can bridge the gap between learning at school and learning at home. It can also reinforce and consolidate the understanding of work during class.

Homework should be an important part of learning because:

- It can establish habits of study, commitment and self-discipline. These are important life skills and a requirement as you progress through the grades.
- It can help identify gaps in understanding.
- It helps to develop skills such as independance, research, concentration and time management.
- Homework is like training for sport, the more you train the better you become.

Importance of Study

Study is revising class work to keep it fresh in our minds and to help with our knowledge for assessment tasks. Students are expected to use their own initiative and time management skills to plan for this.

Time devoted to study and homework increases as students progress through school. The following table provides an indication of time spent at home on class and assessment work per day.

Year Group	Study Time (per day)
7	Up to 60 minutes
8	60 to 90 minutes
9	90 to 100 minutes
10	100 to 120 minutes
11	120 to 180 minutes
12	120 to 240 minutes

Key Learning Projects and Milestones

English

Term	Projects and tasks- Year 7	Milestones
1	● Students compose an anthology of poetry that covers a variety of poetry text types and themes.	● Recognise different types of poems. ● Identify four different examples of techniques within a poem. ● Define 'theme' and 'appropriation'. ● Seek feedback from the tutor teacher. ● Define the structural elements of a narrative. ● Identify three different examples of language techniques within a story.
2	● Students compose a modern remake and a traditional ancestral story for a modern audience.	

Term	Projects and tasks- Year 8	Milestones
1	● Students design an advertising campaign for an 'unsellable' item, resulting in the filming of a television advertisement.	● Identify and employ four visual techniques used in advertising. ● Work collaboratively in a pair task ● Define and explain the 'The Pillars of Persuasion'. ● Identify the target audience for different types of advertisements. ● Use a range of imagery in the creative writing process. ● Explain how fiction texts help us understand the enduring impacts of past events. ● Follow and apply the basic structure of a narrative. ● Define and identify the essential features of a narrative.
2	● Students draft and compose an 'extra' chapter that could be included to the novel they are studying in relation to the Holocaust.	

Mathematics

Term	Projects and tasks- Year 7	Milestones
1	● Rates and Ratios - students will be planing a trip where they shall have to calculate different ratios and rates extending their knowledge and understanding of fractions	● Apply ratios and rates to solve problems Interpret and draw distance/time graphs ● Use letters to represent numbers Recognise and use simple equivalent algebraic expressions
2	● Students start to use algebra to assist in calculations	
Term	Projects and tasks- Year 8	Milestones

Term	Projects and tasks	Milestones
1	● Paper Planes - students will use paper planes to measure time, distance and speed	● Students can use fractions to create a rate and a ratio ● Can define the following: Pronumeral, coefficient, term, equation ● Can substitute a pronumeral for a value to create a term ● Students can solve area problems
2	● Students will continue to develop their algebra skills and create a theme park and deepen their ability to create expressions and equations	

French

Term	Projects and tasks- Year 8	Milestones
1	● French Speaking Country Travel Brochure. ● French Monologue - Students speak using the French language, introducing themselves and talking about who they are.	● Le Monde Francophone; The student is able to name five or more countries where French is an official language. ● Counting 1-20; The student is able to count to 20 using the French language, without notes or prompts. ● Composing original French texts with no reliance on technology. ● Speaking French Self-Introduction (30 second monologue). ● Ability to comprehend French words, short texts or profiles. ● Understanding of French cultural differences. ● Is able to demonstrate learning in front of peers
2	● Making Friends in French - Written Script + 2 minute spoken dialogue in French. ● Half-Yearly Topic Test (Reading and Writing)	

Geography

Term	Projects and tasks- Year 7	Milestones
1	Suburb Profile + Screencast - Livability	● Understanding of 'Liveability' - The student can explain different factors that make a place 'livable' or desirable to live in. ● Literacy Skills - The student tries to always use capital letters for names, places, cities and countries (proper nouns). ● Map Skills - The student can explain what each letter of "BOLTSS" stands for, uses BOLTSS to create a map, and can identify each component when looking at a map. The student can read and interpret the fundamentals of a topographic map. ● Communication of geographical knowledge - The student can write at least a paragraph of information, using
2	Research Report - Geomorphic Hazard	

		their own words. The student can demonstrate their knowledge of relevant geographical information through discussion. ● Understanding Hazards & Disasters - The student can identify at least FOUR different natural hazards that occur around the globe. The student can name one natural disaster that has occurred and can outline the causes of the natural disaster.

History

Term	Projects and tasks- Year 8	Milestones
1	● Source Analysis In-class Test (Investigating the Ancient Past)	● Literacy Skills - The student uses relevant historical terminology. The student consistently uses capital letters for "Proper Nouns" (Name, Place, City, or Country). ● Historical Inquiry and Investigation - The student can independently investigate a past society using primary & secondary sources ● Creation of Timelines - The student can sequence events and developments within a chronological framework with reference to periods of time.
2	● Research Report - The Mediterranean World (Ancient Egypt) ● Museum in a box	● Describing major periods of historical time - The student can describe major periods of historical time and sequence events, people and societies from the past. The student can explain features of an Ancient or Modern society ● Writing Skills - The student is able to write more than 200 words of text, relevant to an Ancient History society - using their own words. ● Referencing + Bibliography - The student correctly references their sources, as well as adds a bibliography to their research.

PDHPE

Term	Projects and tasks- Year 7	Milestones

Term	Projects and tasks	Milestones
1	● Students explore the nature and types of change experienced during adolescence and investigate the impact these changes could have on identity, relationships and health ● Students are provided with opportunities to examine the impact of key health issues on themselves, others and the community.	● Recognise emotions and express emotions appropriately ● Attempt class tasks independently when required and identify when and from whom help can be sought ● Make a choice to participate to the best of their ability in PE Prac lessons. ● Follow class routines to participate safely in prac lessons.
2	● Students will create a series of short stories, picture books, magazine articles or short films to give information to young adolescents going through puberty.	● Show an awareness for the feelings of others. ● Listen to others' ideas and recognise that others may see things differently from themselves. ● Holding Possession- ● passing and running with the ball. ● Kick a soccer ball through two cones in a straight line 7-10 times.
Term	Projects and tasks- Year 8	Milestones
1	● Students develop critical and creative thinking as they investigate the interrelationship between health, safety, wellbeing and technology. ● Students are provided with opportunities to think critically about the qualities and attributes that build and maintain caring and respectful relationships online. ● They will become independent learners who can apply the knowledge and skills of wellbeing and technology concepts to choices they make both now and in the future.	● Identify the difference between positive and negative relationships and ways of managing these. ● Source reliable and relevant information when using technology. ● Act safely to protect self and others during PE prac lessons especially with specialised equipment. ● Demonstrate a way to create and move into a space.
2	Students will be able to: ● Advocate and practice safe, legal and responsible use of information and technology. ● Exhibit a positive attitude toward using technology that supports collaboration, learning and productivity. ● Demonstrate personal responsibility for lifelong learning. ● Exhibit leadership for digital citizenship. ● Students' final task in this unit is a persuasive writing task.	● Demonstrate the knowledge to identify the potential risks and are conscious of personal security while browsing, sharing or surfing the internet. ● Identifies and demonstrates a way of taking responsibility for their own actions. ● Demonstrate how to use space effectively to build an attack to contribute to the success of the team. ● Dribble a soccer ball through a series of cones

Religious Education (New in 2022)

Term	Projects and tasks Year 7	Milestones
1	Design and Create an Advertisement that shows what it means to be a member of a Catholic Community.	● Students are able to communicate effectively in a small discussion group. ● Students can use a journal to write down their experiences and reflections.
2	Opening the Book Research project.	● Students are able to understand the structure of the Bible. OT and NT and locate specific verses.
	Projects and tasks Year 8	Milestones
1	How do we celebrate being Catholic Christians? ● A - Using a Kahoot, Identify parts of the Eucharist Mass. ● B - you are to create a Mass outline that reflects a chosen theme.	● Show a clear understanding of Eucharist and why it is important to Jesus. ● Work collaboratively in a pair task ● Students can define the Jewish celebration of Passover and explain the link of the Eucharist to it. ● Show an understanding of symbolic connections to the Eucharist in our world today.
2	How do we Pray? Group presentation on a form of prayer. Prayer Expo.	● Students to experience the Examen. ● Work collaboratively in a small group task

Science

Term	Projects and tasks- Year 7	Milestones
1	● What Is Science?- Students will complete activities orientating them to the school laboratory. ● Planning Our Planet- Students investigate the structure of the Earth, its place in the galaxy and universe. They examine the interactions of the sun and moon on natural phenomena that occur on the Earth.	● Name and understand the use of basic laboratory equipment ● Work safely in the school laboratory ● Spell new astronomy vocabulary ● Comprehension of a short science video planets
2	● Water- What's the Issue?- Students explore the distribution of water in our world. They examine the properties of water as they relate to solid, liquids and gases. Including how this relates to the water cycle and the ability to form solutions. Students explore ways to ensure clean water in a range of scenarios including 3rd world countries, water treatment plants and space.	● Draw a line graph from data and interpret meaning from the graph ● Name and use measurement equipment

Term	Projects and tasks- Year 8	Milestones
1	● From Little Things, Big Things Grow- Students will investigate the systems in multicellular organisms and explore the role and function of each system for sustaining life. A comparison of the structure and function of plant tissues and human body systems will conclude this topic.	● Construct a paragraph that compares and contrasts ● Interpret data on microscope magnification and cell size
2	● Energy In Our World- Students will be investigating the difference between kinetic/PE energy, heat/temperature, solar energy, electrical energy. They will build a model showing an energy transformation.	● Knowledge of types of energy units and conversion calculations ● Calculate energy efficiency

Technology Mandatory

Term	Projects and tasks- Year 7	Milestones
1 and 2	● Computer Aided Design project ● Soldering electronic components workshop ● Advertising product group activity ● Production of Speaker project ● Aboriginal inspired Dot painting Design	● Student can produce Computer Aided Design Models ● Student can solder a wire to a connection point ● Student can utilise design communication techniques to create an Advertisement Poster ● Student can Identify and apply units of measurement accurately using a ruler ● Student can correctly read and follow a design brief.
Term	Projects and tasks- Year 8	Milestones
1 and 2	● Design like an engineer activity. ● Building Bridge Project in class. ● Design like an engineer activity. ● Building Bridge Project in class. ● Discover how bridges work activity. ● Discover engineering activity.	● Student can Implement knowledge gained through research by justifying design decisions ● Student can built their own designed project ● Student can follow project guidelines ● Student can act responsible with equipment and respect the learning environment. ● Student understands and can explain how bridges hold weight ● Student Identified 20 years of Technological growth

Music

Term	Projects and tasks	Milestones
1 2	● In groups students will practise and perform a piece of Rock Music. This performance will require them to work as members of an ensemble. The chosen piece should reflect the stylistic features of the genre. As part of this project, students will learn about some of the characteristics of Rock Music. ● Students will create a short stop motion film and will compose the soundtrack to this short film. This will require them to listen to and understand elements of and understand the concepts of music within this style.	● Is able to play three chords on an instrument of choice. ● Is able to play rhythmic accompaniment to a piece of music. ● Is able to play music both as a soloist and as a member of an ensemble. ● Is able to compose music using traditional musical notation. ● Is able to compose music using non-traditional forms of notation. ● Is able to aurally recognise a variety of instruments in a number of different genres. ● Is able to identify the concepts of music within a piece of music.

Visual Arts

Term	Projects and tasks - Year 7	Milestones
1 2	● Students create a design for an Imaginary Creature. Students learn a variety of ceramic techniques to complete their 3D design. ● Students will create a Mandala self portrait with a focus on symbolism, pattern and composition. This artwork will be completed using 2D artmaking techniques and materials.	● Students are able to use ceramic techniques to create a 3D sculpture of an Imaginary Creature ● Students are able demonstrate their understanding of the Structural and Subjective Frames through their Critical and Historical task. ● Students are able to plan the steps to create their artwork in their VAPD ● Students are able to use symbolism to create an expressive 2D self portrait. ● Students use 2D materials and techniques to create an artwork
Term	**Projects and tasks - Year 8**	**Milestones**
1 and 2	● Year 8 used the Subjective Frame to explore the theme of fantasy through artwork investigations. This will lead to students designing and creating their own imaginary creature using sculptural techniques with clay ● Art of Illustration (designing and painting for objects). With a focus on	● Students are able to use ceramic techniques to create a 3D sculpture of an Imaginary Creature ● Students are able demonstrate their understanding of the Frames through their Critical and Historical task. ● Students are able to plan the steps to create their artwork in their VAPD ● Students are able to use the elements

	the Structural Frame students investigate the role of the graphic artist and the functional role of art in society through design and creation of a skateboard.	of design to create a 2D design for a skateboard ● Students use 2D materials and techniques to create an artwork

Literacy

Term	Projects and tasks - Year 7	Milestones
1 2	● Progressive Achievement Tests ● Super 6 Literacy Workbooks 1-5 ● Literacy Reading Workbooks	● The student can identify the Super 6 reading and comprehension strategies ● The student completes all allocated PAT Testing to the best of their ability ● The student can paraphrase information from a paragraph, into a sentence ● The student can define the term "inference"
Term	Projects and tasks - Year 8	Milestones
1 2	● Progressive Achievement Tests ● Super 6 Literacy Workbooks 1-5 ● Literacy Reading Workbooks	● The student can explain the Super 6 reading and comprehension strategies ● The student can identify different text types