

R A M M / P

Curriculum

YEAR 7 AND YEAR 8 2024

confidence to achieve



CONTENTS

A.R. Clarke Middle School

BACKGROUND

Mr A. Robin Clarke was instrumental in the founding of Yarra Valley Grammar. He was one of the driving forces behind the establishment of the School and left no stone unturned in his endeavours on the School's behalf.

PLUS

A PLUS period occurs once per cycle with the student's Tutor. The PLUS program has four main content areas, these are:

- x The Resilience Project (TRP)
- x Organisation
- x

REPORTING TO PARENTS

Throughout the semester, parents receive the same details and feedback as their child on all formal assessment and outcomes tasks completed. This information is accessed via Canvas (the School's learning management system) through the Community Portal. A Statement of Results outlines all semester results and a Tutor comment is provided after the conclusion of both Semester 1 and 2. A Progress Statement is made available during each semester.

Parent / Teacher Interviews are scheduled twice a year. Should additional feedback or interviews be requested this can be arranged, usually through the student's Tutor. Students are provided with a Student Achievement Portfolio into which they place their reports, awards and certificates.

YEAR 7 MUSIC PROGRAM

In Year 7, all studen

TABLE OF KEY LEARNING AREAS – YEAR 7 & 8

KEY LEARNING AREA	KEY COMPETENCIES
<p>Arts</p> <ul style="list-style-type: none"> Art, Design and Technology Drama Music 	<p>Collecting, analysing and organising information</p> <p>The capacity to sift, sort and locate information</p>
<p>English</p> <ul style="list-style-type: none"> English 	<p>Communicating ideas and information</p> <p>The capacity to communicate effectively with others</p>
<p>Health and Physical Education</p> <ul style="list-style-type: none"> Health and Physical Education Sport 	<p>Planning and organising activities</p> <p>The capacity to plan and organise one's own work activities</p>
<p>Humanities</p> <ul style="list-style-type: none"> Geography History 	<p>Working with others in teams</p> <p>The capacity to interact effectively with other people on a one-to-one basis and in groups</p>
<p>Languages Other Than English</p> <ul style="list-style-type: none"> Chinese French 	<p>Using mathematical ideas and techniques</p> <p>The capacity to use mathematical ideas such as numbers and space</p>
<p>Mathematics</p> <ul style="list-style-type: none"> Mathematics 	<p>Solving problems</p> <p>The capacity to apply problem solving strategies in purposeful ways</p>
<p>Science</p> <ul style="list-style-type: none"> Science 	<p>Using technology</p> <p>The capacity to apply technology combining both physical and sensory skills</p>
<p>Technology (incorporated into Arts)</p>	

Art, Design and Technology

ART – YEAR 7

The Year 7 program is project-based and integrates a variety of disciplines and themes from within the Art, Design and Technology fields. Students realise artworks and design solutions based on a series of set briefs that deliver key knowledge and skills in the fundamentals:

- art and design process
- elements and principles of art and design
- drawing, painting and other media
- production processes

Outline of Aims

- To develop students' capacity to create visual and tactile works through the application of appropriate skills and techniques
- To develop an understanding of the elements and principles of art and design and how to utilize them in their own creative practice
- To integrate and apply technology in the creative process
- To develop an understanding of the design process in a variety of mediums and context
- To develop students' awareness of Occupational Health and Safety

Year 7 Project Briefs

- Art
- Visual Communication Design
- Product Design and Technology

YEAR 8 - ART, VCD, PDT

The Year 8 program is trimester based giving students the opportunity to experience the various pathways within Art Design and Technology. By the end of the year students complete a trimester of Art, Visual Communication Design and Product Design Technology – Textiles & Wood.

Students follow the design process throughout each trimester and realise artworks/products

Based on the 2024-2025 Curriculum Design and Delivery Key Knowledge (TK) (1-2) (3-4) (5-6) (7-8) (9-10) (11-12) (13-14) (15-16) (17-18) (19-20) (21-22) (23-24) (25-26) (27-28) (29-30) (31-32) (33-34) (35-36) (37-38) (39-40) (41-42) (43-44) (45-46) (47-48) (49-50) (51-52) (53-54) (55-56) (57-58) (59-60) (61-62) (63-64) (65-66) (67-68) (69-70) (71-72) (73-74) (75-76) (77-78) (79-80) (81-82) (83-84) (85-86) (87-88) (89-90) (91-92) (93-94) (95-96) (97-98) (99-100)

Drama

DRAMA – YEAR 7

This is a year-long creative subject designed for students to gain knowledge, understanding and skills in the area of Drama. All units of work are based around practical activities.

Outline of Aims

DRAMA – YEAR 8

This is a year-

English

ENGLISH – YEAR 7

Outline of Aims

Outline of Aims

To consolidate skills and concepts introduced in Year 7

To extend student inquiry

To expand the students' repertoire of strategies for dealing with text, whether spoken, written or visual

To encourage students to read widely beyond the set text list

To extend students' capacity to listen and to communicate orally

Content

Reading – A range of texts is introduced in the classroom. Three texts are studied formally during the course. One of these is a non-print text (usually a film). Students are encouraged to read widely outside the formal program and to engage in reading for pleasure as well as for text-related analysis. Print and electronic media texts are also studied.

Writing – Writing is presented as a process involving a number of steps. Personal writing will explore the craft of poetry and a range of prose styles including narrative, persuasive, informative and descriptive. Responses to literature will be

Content

The following units and activities will be used to meet the aims and objectives of the course:

- **Ready Set Goal!** – explore goal setting techniques and personal ambitions
- **Healthy Bodies (Anatomy)** – basic anatomy introduction to the human body
- **Cybersafety** – exploration of topical dangers faced online
- **Relationships** – students investigate relationships inclusive of consent
- **Diversity** – exploring the diversity found within our local communities
- **Aquatics** – students will refine their swimming abilities with an added focus of water safety and survival techniques
- **Fundamental motor skills** – mastery of fundamental motor skills in order for students to optimally develop specific sports skills in the future
- **Game Sense: invasion and striking sports** – focus on movement and creating space when attacking, and protecting the space and opposition players when defending. Along with the development of hand-eye coordination to effectively and strategically strike the ball within striking sports
- **Gymnastics** – basic static and dynamic skills developed to create a routine
- **Game Sense: Field** – modified small-sided field sports/games used to further develop tactical awareness
- **Cardio Tennis** – exercise activities incorporated with basic skill development

Assessment

Practical lessons exploring:

- ” Athletics based activities
- ” Aerobics
- ” Striking sports that may include golf, hockey, cricket
- ” Games sense approach that will involve invasion games such as touch football, ultimate frisbee, European handball
- ” Net sports that may include tennis, volleyball and badminton
- ” SEPEP – student developed and facilitated basketball and soccer tournaments
- ” Fitness challenges including completing a ‘Tough Yarra’ course

Assessment

Students complete assignments, performances, tests, research tasks and short pieces of written work. There will be subjective observation of students’ participation in and contribution to class and small group activities including discussion sessions. Students will be required to use Apps to record performances or self-assessments. Any research tasks will utilise BYOD and internet resources.

In practical classes, students will be assessed by the teacher through direct observation and participation throughout the course. Personal best performances and students’ ability to bring the correct practical equipment to participate in lessons will also affect student’s results.

Humanities

HUMANITIES – YEAR 7

Outline of Aims

- To develop geographical skills that students will need in later years
- To examine some environmental issues
- To encourage desirable attitudes and values in students
- To introduce students to a range of information resources and provide practise at using these resources
- To develop historical literacy
- To learn how to evaluate evidence and to arrive at valid judgments
- To provide an awareness of how archaeologists, geographers and historians seek understanding of human activity
- To identify how present and past societies function(ed) and how they shape(d) the lives of individuals and impact upon our world today
- To introduce students to a range of ICT skills
- To introduce the significance of the United Nations

Content

Year 7 Humanities students focus on the study of History and Geography. The following topics are covered:

mapping

human interaction and use of the natural environment

archaeology

ancient civilisations: Australia, Mesopotamia, Egypt, Greece, Rome and.2 (,)-.6 (v)G1 Tf-24.9-6.4 Tw 2.06

Outline of Aims

To develop an empathy for the study of other peoples and their cultures

To develop an appreciation of the diversity of Asian cultures and societies

To develop an understanding of ways of life in the Middle Ages

To clarify personal values in relation to the study of societies within our region,

Languages

CHINESE – YEAR 7

Outline of Aims

Students will be assisted to:

- acquire and extend basic speaking, reading, listening and writing skills in Chinese
- increase their understanding of Chinese speaking people and their way of life
- develop awareness of how language functions and assists communication in our lives
- increase their appreciation of cultural diversity and plurality

Content

The emphasis of the course is on oral communication but students will also develop an ability to read and write Chinese characters. The following topics will be studied in Year 7:

- greetings
- introductions
- family and pets
- personal interests
- sports
- telling the time and date
- school life

Assessment

All four language skills will be formally assessed and students will be provided with a report outlining their progress.

Speaking tasks

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CHINESE –

Outline of Aims

- Acquire and extend basic speaking, reading, listening and writing skills in French
- Develop awareness of how language functions and assists communication in our lives
- Increase students' understanding of French speaking people and their way of life
- Increase students' appreciation of cultural diversity and plurality

Content

The main emphasis is on oral communication. Language games, songs and role play activities are an essential part of the course. The following topics are studied in Year 7:

- personal identification
- family and pets
- time, months, days and dates
- school life
- birthdays and special occasions
- colours
- describing people
- cultural aspects of France and French speaking countries

Assessment

All four language skills will be assessed by:

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks

FRENCH– YEAR 8

Outline of Aims

To help students develop a proficiency with the communication skills of a Language Other Than English

To develop a better understanding of French speaking people and their way of life

To help students gain a better understanding of their own language and of how language works in life

To develop in students an appreciation of cultural diversity and plurality

Content

The course continues the communicative approach. While listening and speaking continue to be the main focus, reading and writing are increasingly important as aids to learning.

Topics studied in Year 8 include:

Toy

en

Mathematics

MATHEMATICS – YEAR 7

MATHEMATICS IS A CORE SUBJECT.

Outline of Aims

To consolidate and extend mathematical skills and concepts in the three content strands of the Australian Curriculum: number and algebra, measurement and geometry, statistics and probability

To develop mathematical communication both orally and in written form

To apply students' mathematical knowledge to the solution of mathematical problems in unfamiliar situations

To use calculators and computers appropriately and effectively

To encourage students to contribute positively to co-operative group work

To provide the opportunity for students to test their abilities in mathematics competitions and in further extension activities

Content

Whole numbers

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Music

MUSIC – YEAR 7

Outline of Aims

To provide an opportunity for all students to play a musical instrument

Outline of Aims

- To provide a valued and enjoyable musical experience
- To provide an experience of playing in a musical ensemble
- To experience working and creating in a self-directed small group
- To use BYOD to learn the basics of song writing

Content

- Students experience music through composition and collaboration
- Students will create music using Loops and notation based programs
- Students will use their BYOD to compose their own original works

Assessment

- Understanding and using structured form in music
- Composition
- Scripting and recording a podcast
- Musical Soundscapes

Science

SCIENCE – YEAR 7

Outline of Aims

YEAR 8 ESTEAM

(Enterprise Science Technology
Engineering Arts Mathematics)

Key purpose, aims, skills and outcomes identified:

Community – local (Yarra Valley) and global
Engagement
Transferable 21st Century skills
Creativity
Entrepreneurial skills
Problem solving
Financial
Digital and digital citizenship
Collaboration and team work

With the opportunity for cross curricular, team teaching, mentoring / facilitating and a celebration outcome to be included.

Key content areas and focus areas identified:

Coding
Robotics
Product Design
Food
Entrepreneurial skills
Financial
Digital
Engineering
Celebration of Outcome

These factors were then grouped to make clusters for a trimester based subject:

1. Coding, robotics and product design
2. Food / entrepreneurial skills
3. Engineering and design

CODING, ROBOTICS AND PRODUCT DESIGN

ESTEAM Robotics aims to develop students' knowledge of robotics programs, programming and applications through a hands-on interaction which allows students to gain a better understanding of how technology works in the real world.

The curriculum introduces students to existing robot and robotic examples which allows them to develop their initial understanding of the current context.

Students explore the Lego Mindstorms software to build their skills in programming and coding to complete a variety of set tasks and actions through their robot.

Finally, the curriculum extends the students' developed knowledge to problem solve using the Lego Mindstorms robot. The robot's initial functions must be expanded through the design engineering process to allow for set programming to take place along with solving issues that are inherent when responding to a real life scenario.

Students develop and utilise skills in communication, digital citizenship, programming, collaboration, teamwork and digital technology.

FOOD AND E

Sport

SPORT