Curriculum Guide
Years 9 and 10 Breadth Studies
2015
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Years 9 and 10 Breadth Studies 2015 Preference Form
Core Studies

All students undertake the Core Studies which include English, Mathematics, Science, Language (French or Japanese), The Global Sustainability Program (Humanities), Physical Education, Health, Community Service and Sport. Core Studies are timetabled throughout the ten day program cycle with period allocations as indicated in the table opposite. More information regarding the Core Studies will be available in the Course Guide booklet for Years 9 and 10.

Breadth Studies

Breadth Studies is the name given to the subjects offered as electives in the Year 9 and 10 curriculum. These subjects fall under the curriculum areas of:

- Visual and Performing Arts
- Product Design and Technology
- Physical, Personal and Social Learning

The Breadth Studies units are conducted on one day each week (Wednesday). On this day, students in Years 9 and 10 spend the morning in one of their Breadth Studies classes and the afternoon in another. This creates large blocks of time, ideal for developing rich and authentic tasks, eliminating the need for constant setting up and packing up that can impede on progress and work output in these subjects.

The Breadth Studies subjects are semester long units. Therefore, over the two-year period of Years 9 and 10, students will participate in a total of eight Breadth Studies.

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<td>1. Morning Breadth Study</td>
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<td>3. Morning Breadth Study</td>
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To broaden their experiences, we encourage students to choose a range of studies from across the curriculum areas.

Upon consultation with Team Leaders and the Careers Counselor, students may choose to enrol in a Vocational Education and Training (VET) course in the place of one of the Breadth Studies units. VET courses will be provided by and conducted at an external provider (Chisholm Institute of TAFE or Holmesglen Institute of TAFE). Upon successful completion of the two-year courses, students will receive the appropriate Certificate qualification as well as credit towards their VCE and possible contribution to their Australian Tertiary Admissions Rank (ATAR) score.

VET courses available include: Business, CISCO Networking, Community Services, Laboratory Skills, Media, Sport and Recreation and Outdoor Recreation and would occur on a Wednesday afternoon. Further information can be found in the Chisholm Pathfinder information booklet which is available online at: [http://www.chisholm.edu.au/Why_Chisholm/Schools/~/media/Files/Apply%20Now/Documents/2014_Pathfinder.ashx](http://www.chisholm.edu.au/Why_Chisholm/Schools/~/media/Files/Apply%20Now/Documents/2014_Pathfinder.ashx).

The commitment to a VET course is for a two year program, taking up two of the four Breadth Studies units completed in each year.
Building on Foundations and Preparing for Senior Years

The Year 9 and 10 Breadth Studies program provides an opportunity for students to build on the foundation skills and understandings they have developed in Years 7 and 8 when undertaking specialist subjects. In Years 7 and 8 students undertake studies in the full range of specialist subjects offered from The Arts and Technology curricula. In Years 9 and 10, students have the opportunity to be more selective of the studies they wish to undertake in these areas as they prepare for their transition toward the senior years where subject choice becomes more specialised.

Selecting a Breadth Studies Program

All Year 9 and 10 students are required to complete a Breadth Studies Preference Form highlighting their preferences for the year ahead. Every attempt will be made to meet the student’s first choice but this may not always be possible. Breadth Studies may be subject to change in accordance with student needs and staffing requirements.

An outline for each unit is given in the following pages. Students and parents are advised to read the descriptions for all of the units. When making choices for their program, students should consider their individual strengths and talents, areas they enjoy and possible areas of future study. Students may wish to speak with teachers regarding more detail of each unit. They should consider the Breadth Studies program as a two year program across Years 9 and 10.

Breadth Studies Preference Form

Students need to complete the Breadth Studies 2015 Preference Form and return it to Mrs Sarah Dodd by the due date. A copy of the Preference Form is included at the end of this booklet for your reference and records.

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<td>Science</td>
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<td>Mathematics</td>
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<td>Languages Other Than English</td>
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<td>Sport, Health and Community Service</td>
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<thead>
<tr>
<th>Breadth Studies</th>
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<tr>
<td>(2 half-day sessions each semester)</td>
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<td>Physical, Personal and Social Learning</td>
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<tr>
<td>Visual and Performing Arts</td>
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<td>Product Design and Technology</td>
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<tr>
<td>Vocational Education and Training courses</td>
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<td>(* - periods per ten day timetable cycle)</td>
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Visual Arts

Fine Art

Subject Description

The Fine Art course aims to develop the students’ critical and analytical awareness of the Visual Arts by exploring and responding to artists and their works, art forms and styles through studio practice, written research, reflection and exhibition.

The students will demonstrate their understanding by creating and making a folio of works whilst following a design brief.

Students may have the opportunity of working with an artist in residence within this elective. Students are encouraged to undertake other Visual Arts units at Years 9 and 10 if they are considering studying Years 11 and 12 VCE subjects such as; Studio Arts, Media or Visual Communication and Design.

Unit Provocation

We develop an understanding of ourselves and others through creating art in the context of history, culture, artists and styles.

Conceptual Lenses

- Change
- Perspective
- Appropriation

Sustainability

This Breadth Study considers learning in relation to personal and cultural sustainability.

An Inquiry Into

- studies of artists and their styles
- an artist’s response to a concept
- exploring and developing techniques and skills employed by artists when creating, making and refining works

Learning Focus

This Breadth Study helps and encourages students to develop and present works employing the following mediums:

- Drawing: graphite/charcoal/pastel
- Painting: oil or acrylic
- Digital photography: Adobe Photoshop

Assessment

- Written and visual research including Gallery visits
- Annotated visual diary demonstrating techniques, design, development and processes, photography, reflection
- Major 2D works.
Visual Arts

Sculpture

Subject Description

The Sculpture course aims to develop the students’ critical and analytical awareness of sculptural forms and processes by exploring and responding to artists, their works and styles through studio practice, written research, reflection, exhibition and/or installation.

The students will demonstrate their understanding by creating and making sculptural forms both individually and collaboratively.

This work will be supported by a visual diary demonstrating design processes. Students may have the opportunity of working with an artist in residence within this elective. Students are encouraged to undertake other Visual Arts units at Years 9 and 10 if they are considering studying Years 11 and 12 VCE subjects. i.e. Studio Arts, Media or Visual Communication and Design.

Unit Provocation

Artists explore space, form and environments through personal, historic and cultural perspectives

Conceptual Lenses

- Perspective
- Change
- Space
- Form

Sustainability

This Breadth Study considers learning in relation to personal, social-cultural and natural sustainability.

An Inquiry into

The manner in which artists explore and present concepts and ideas, materials and construction techniques in sculptural forms and/or installations.

Learning Focus

This Breadth Study helps and encourages students to develop and present works relating to:
- Ceramic sculpture incorporating Surrealist concepts and found objects
- Sculpture exploring space and form incorporating natural materials
- Collaborative sculpture / site specific installation employing a variety of materials and techniques

Assessment

- An annotated folio incorporating personal inquiry
- Written and visual research
- The development of design concepts through sketches, rendered drawings, photography, reflection, and practical samples for major works
Printmaking

Subject Description

The printmaking course aims to develop the students’ design and technical skills through exploring and responding to artists and their works and styles, studio practice, written and visual research, reflection and exhibition.

The students will demonstrate their understanding by creating and presenting a folio of printed works whilst following a design brief.

Students may have the opportunity of working with an artist in residence within this elective. Students are encouraged to undertake other Visual Arts units at Years 9 and 10 if they are considering studying Years 11 and 12 VCE subjects such as: Studio Arts, Media or Visual Communication and Design.

Unit Provocation

Artists can interpret and express concepts and ideas through (single or repeated) printed imagery.

Conceptual Lenses

- Perspective
- Change
- Repetition

Sustainability

This Breadth Study considers learning in relation to personal, social-cultural and natural sustainability.

An Inquiry Into

- Artists and their employment of printmaking techniques and processes
- An artist’s response to a concept through printmaking
- The exploration and development of printmaking techniques and skills

Learning Focus

This Breadth Study helps and encourages students to learn:

- Drawing and design techniques
- Written and visual research
- Etching: dry point techniques
- Screen printing: stencils, polychromatic techniques
- Photographic printing plates
- Digital photography, Adobe Photoshop

Assessment

- Written and visual research including gallery visits
- Annotated visual diary demonstrating techniques, processes and design development, photography, reflection major 2D works.
Visual Arts

Wearable Art /Sustainable Fashion

Subject Description

The Wearable Art course aims to develop the students’ critical and analytical awareness of textile and fashion styles and sustainable practices by exploring and responding to artists/designers and their creative use of sculptural forms employing the ‘up cycling’ of materials, other than fabrics, and found objects, felt making and deconstructing/reconstructing garments. Students may have the opportunity of working with an artist in residence within this elective. Students are encouraged to undertake other Visual Arts units at Years 9 and 10 if they are considering studying Years 11 and 12 VCE subjects such as: Studio Arts, Media or Visual Communication and Design.

Unit Provocation

We express ourselves, cultures, history and values through what we wear.

Conceptual Lenses

- Perspective
- Change
- Sustainability

Sustainability

This Breadth Study considers learning in relation to personal, social-cultural, natural sustainability

An Inquiry Into

- the manner in which artists and fashion designers explore and develop concepts and ideas: wearable sculptural forms
- the traditional and contemporary practice of felt making
- contemporary practice of deconstructing/reconstructing garments

Learning Focus

This Breadth Study helps and encourages students to learn:

- the historic and contemporary practice of artists and fashion designers
- design and fashion illustration techniques
- sculptural forms to be worn employing materials (other than fabrics) and found objects
- felt making: wearable garment or sculpture
- deconstructing/reconstructing garments
- basic pattern drafting where required
- draping techniques over a dressmaker’s mannequin or form where required
- to operate a sewing machine where required

Assessment

Brief description of main assessment tasks:

- written and visual research,
- annotated visual diary demonstrating design development, techniques and processes, photography, reflection
- refined and completed works.
Visual Arts

Visual Communication Design

Subject Description
This course provides students with an understanding of the role Design plays in the wider community. Students are introduced to the different stages of the design process. The course has an emphasis on creativity, the generation of ideas, drawing skills and design development. The students will use visual language to communicate ideas and concepts. They will achieve this through exploration and experimentation with both digital and manual techniques. Students develop an understanding of how design elements and principles form proper design practice.

Unit Provocation
Visual communication enables us to impart concepts, ideas and understandings to an audience.

Conceptual Lenses
- Form
- Function
- responsibility

Sustainability
This Breadth Study considers learning in relation to personal and social-cultural sustainability

An Inquiry Into
The processes that designers employ to communicate a clear visual message.

Learning Focus
This Breadth Study helps and encourages students to:
- Develop Freehand drawing and technical skills
- Use Design elements and principles
- Understand design and layout principles
- Apply computer-aided design in Illustrator and Photoshop

Assessment
- Development of a design folio
- Technical drawing skills
- 3D modelling
- Observational drawing tasks
- Web design-page layout
- Design from a brief

![Diagram](image-url)
**Stories Through the Lens**

**Subject Description**

The Media course covers the diverse and dynamic applications of video production used to communicate, explore and connect with the wider community. Students will reference historical techniques and develop their own. Students will look at current editing practice and different methods of presenting concepts and ideas to an audience. Students will develop specific skills in planning, composition and presenting their own video presentation. Consideration of mise-en-scène will be of importance when considering the structure of shots used and in turn the flow to the next scene.

**Unit Provocation**

- Film makers alter the representation of place and space through the lens.

**Conceptual Lenses**

- Place
- Space
- Perspective

**Sustainability**

This Breadth Study considers learning in relation to personal and social-cultural sustainability.

**An Inquiry Into**

The manner in which different people use and represent the spaces they inhabit through the use of video.

**Learning Focus**

This Breadth Study helps and encourages students to:

- Develop skills in the use of a camera to communicate ideas visually
- Develop a better understanding of visual language and conventions
- Understand and use video specific applications

**Assessment**

- Historical context
- Planning and storyboarding
- Film technique
- Film production
Visual Arts

Stories Across the Frame

Subject Description
In this unit students will learn about using the camera as a manual tool. You will research photographic examples and learn how to discuss them by referring to visual elements and principles, photographic techniques and historical context. Students will learn how to use the functions of the camera to purposely produce a variety of solutions to visual tasks, refine your work and then create a final portfolio of works.

Unit Provocation
The expectations and culture surrounding the use, value and appropriateness of portrait photography has shifted in contemporary practice.

Conceptual Lenses
- Form
- Function
- Change

Sustainability
This Breadth Study considers learning in relation to personal and social-cultural sustainability.

An Inquiry Into
Photographic portraiture from pinhole to pixel through the lens of contemporary practice.
Photography as a record keeper.
How we document our everyday lives through photography.

Learning Focus
This Breadth Study helps and encourages students to:
- Develop skills in the use of a camera with manual skills
- Develop a better understanding of visual language
- Develop skills in the application of computer-aided design in Photoshop

Assessment
- History of photographic practice
- Technical skills and workshops
- Photo portrait gallery
- Studio/lighting/location shooting
Performing Arts

Drama – It All Started With A Tiny Idea

Subject Description

This unit will explore the creation of performance through self-devised processes evolving from a number of different forms of stimuli. Students will study the performance style of Non-naturalism and associated Non-naturalistic performance styles and their conventions. From this exploration students will make choices on character development and aspects of stagecraft (ie sets, costumes etc).

Unit Provocation

Stimuli can come from many sources and can be interpreted in performance in a variety of ways.

Conceptual Lenses

- Expression
- Symbol
- Choice

Sustainability

This Breadth Study considers learning in relation to Personal and Social – Cultural Sustainability.

An Inquiry Into

- Non-naturalism as a performance style and its many conventions that can be used to create meaning
- Knowledge and use of stagecraft to create a performance
- Working both as an individual and ensemble to create collaboratively
- Character development and performance skills.
- The powerful relationship between actor and audience and its purpose

Learning Focus

This Breadth Study helps and encourages students to:

- Draw on prior knowledge and research skills to create performance
- Develop an understanding and appreciation for different forms of art
- Work collaboratively with others in an ensemble performance
- Investigate ways in which skills, conventions, techniques and processes are used in different performance styles and/or dramatic forms
- Understand ways in which selected areas of stagecraft can be used to communicate an intended meaning

Assessment

Students will be assessed on the contributions and quality during workshops, performances, presentations and explorations both individual and as an ensemble. Assessment will also be made on personal reflections, research and insights to new skills/experiences.
Performing Arts

Drama - Page to Stage

Subject Description
This unit will focus on working with script or text to create performance. Students will develop an understanding of script interpretation including contexts such as the era it came from, the playwright and performance styles and their conventions. From this exploration students will make choices on character development and aspects of stagecraft (ie sets, costumes etc).

Unit Provocation
Interpretation is integral to a successful performance.

Conceptual Lenses
- Meaning
- Function
- Choices

Sustainability
This Breadth Study considers learning in relation to Personal and Social – Cultural Sustainability.

An Inquiry Into
Various performance styles that lend themselves to a particular script
- Knowledge and use of stagecraft to create a performance
- Working both as an individual and ensemble to create collaboratively
- Character development and performance skills
- The powerful relationship between actor and audience and it’s purpose
- Different ways to interpret text or script

Learning Focus
This Breadth Study helps and encourages students to:
- Demonstrate an understanding of the historical context of plays and interpreting plots and character
- Work collaboratively with others in an ensemble performance
- Effectively communicate and convey dramatic interpretation of a script
- Understand how plays and movements of theatre can influence or be influenced by important historical events
- Develop an understanding and appreciation for different forms of art
- Investigate ways in which skills, conventions, techniques and processes are used in different performance styles and/or dramatic forms
- Understand ways in which selected areas of stagecraft can be used to communicate an intended meaning
- Make choices in performance to suit audiences and purposes

Assessment
Students will be assessed on contributions and their quality during workshops, performances, presentations and explorations both individual and as an ensemble. Assessment will also be made on personal reflections, research and insights to new skills/ experiences.
Performing Arts

Drama – In, For and About Sustainable Theatre

Subject Description

This unit will allow students to explore the three aspects of Sustainable theatre. ‘In’ looks into the idea that performance doesn’t have to be on a traditional stage and seeks to investigate alternative performance spaces. ‘For’ looks at different ways we can be sustainable in the resources we use while creating theatre. ‘About’ looks at creating performance that presents sustainable messages (including personal, environmental) which aims to evoke thought and ultimately change.

Unit Provocation

Theatre can be a powerful platform to create change.

Conceptual Lenses

- Influence
- Expression
- Belief/values

Sustainability

This Breadth Study considers learning in relation to Personal, Social-Cultural, Natural and Urban/Technological Sustainability.

An Inquiry Into

- The 3 elements of sustainable theatre
- Knowledge and use of stagecraft to create a performance
- Working both as an individual and ensemble to create collaboratively
- Character development and performance skills
- The powerful relationship between actor and audience and its purpose
- Creating theatre in formal and non formal performance spaces
- Investigate ways in which theatre can be sustainable in content and practice

Learning Focus

This Breadth Study helps and encourages students to:

- Develop an understanding and appreciation for different forms of art
- Work collaboratively with others in an ensemble performance
- Investigate ways in which skills, conventions, techniques and processes are used in different performance styles and /or dramatic forms
- Understand ways in which selected areas of stagecraft can be used to communicate an intended meaning

Assessment

Students will be assessed on contributions and their quality during workshops, performances, presentations and explorations both individual and as an ensemble. Assessment will also be made on personal reflections, research and insights to new skills/experiences.
Performing Arts

Dance – Movement Literacy

Subject Description
This unit will explore numerous dance disciplines both contemporary and classical and spanning across a range of cultures. Investigations of the anatomy of the moving body and how to dance safely will also be covered.

Students will study skills involving improvising and choreographing, practising, rehearsing and performing. They will also have opportunity to appreciate their own and others’ dance work by viewing, describing and reflecting.

Unit Provocation
Dance transcends barriers of race, culture and time, allowing us to expressively and joyfully connect mind and body.

Conceptual Lenses
- Perception
- Causation

Sustainability
This Breadth Study considers learning in relation to Personal and Social-Cultural Sustainability.

An Inquiry Into
- The elements of dance, including space, time dynamics and relationships
- Creating meaningful dance that communicate ideas and feelings
- Working both as an individual and ensemble to create collaboratively
- The powerful relationship between actor and audience and its purpose

Learning Focus
This Breadth Study helps and encourages students to:
- Express themselves using the body as the instrument
- Develop kinaesthetic knowledge through skill development and engagement
- Explore different viewpoints and perceptions based on dance interpretation
- Create dance performance both individually and as an ensemble

Assessment
Brief description of main assessment tasks:
- Workshop participation
- Responding to personal and others’ work
- Negotiated project
- Skill development including choreography skills and interpretation
Music

Music Performance - Play, Perform and Compose!

Subject Description
This unit will focus on developing musicianship and confidence through performance and composition. Students will be encouraged to perform in solo or group situations to a range of audiences to help develop their courage and confidence in music performance. Students will have the opportunity to improve on music performance skills, both aurally and manually and to compose music in an appreciative environment.

Unit Provocation
Good musicians play, great musicians listen, analyse, express and perform.

Conceptual Lenses
- Expression
- Performance
- Appreciation

Sustainability
This Breadth Study considers learning in relation to Personal and Social-Cultural Sustainability

An Inquiry Into
What makes a ‘great’ performer:
- How does the correlation between mastering technique and knowledge of your instrument achieve a higher level of performance?
- How do outside factors such as nerves, competency of playing your instrument and listening and viewing audience affect performance?
- How does watching and listening to others performing improve your own performance?
- What is the personal level of musical achievement for each person?
- How challenging is it to write and perform a piece of music?

Learning Focus
This Breadth Study helps and encourages students to:
- Notate music and understand the elements of music theory.
- Improve performance skills on their chosen musical instrument.
- Notate and describe in musical terms what they are hearing aurally.
- Learn music appreciation through others’ performances.
- Start to compare their own level of music competency with others.
- Continue to improve on music performance skills, both aurally and manually.
- Compose music in an appreciative environment.

Assessment
- Research performing artists, acknowledged in their chosen music field that are competent and musically talented.
- Learn pieces of music relevant to their chosen instrument.
- Perform these pieces of music in class and other performance settings.
- Compose music in a group ensemble and perform this original composition.
- Learn the relevant music theory and musicianship pertaining to their chosen instrument.
Music

Using Music Technology!

Subject Description
This unit focuses on using Music Technology in a variety of forums. Students will have the opportunity to explore a range of technology programs that allow for creativity in all areas of music. In particular there will be an exploration of ‘Garage Band’. Students will investigate the use of music technology for different mediums, purposes and forums and create their own technology based music performances.

Unit Provocation
Music appreciation is enhanced by the use of Music Technology

Conceptual Lenses
- Form
- Function
- Perspective

Sustainability
This Breadth Study considers learning in relation to Personal and Social-Cultural Sustainability

An Inquiry Into
The possibilities created by music technology:
- How does Music Technology allow a greater understanding of music sounds and styles?
- Does ‘Garage Band’ enable a novice composer the opportunity to write a ‘hit song’?
- Does Music Technology allow an insight into a variety of different mediums, through its many uses?

Learning Focus
This Breadth Study helps and encourages students to:
- Learn the different sounds and elements of music technological programs
- Develop an understanding of how sounds merge to create a piece of music
- Achieve a level of satisfaction by combining many musical technological elements
- Use the ICT program ‘Garage Band’ competently
- Compose and display an original composition
- Use music technology programs in a variety of different mediums

Assessment
- Learn the Music Technology program ‘Garage Band’
- Using the program ‘Garage Band’, compose songs, including sampling from existing songs
- Create a television commercial combining music elements and other forms of media
Meal Planning With Attitude

Subject Description
This is a practice based unit of inquiry exploring the links between food choice and long term health.

Unit Provocation
Life style implications on health can be offset by informed food choices based on variety and food combinations.

Conceptual Lenses
- Causation
- Responsibility

Sustainability
This Breadth Study considers learning in relation to personal and cultural sustainability.

An Inquiry Into
- What guides us in making food choices
- Ethical and Cultural influences
- The variety of foods and food combinations at our disposal
- How food choices can have an impact beyond ourselves

Learning Focus
This Breadth Study helps and encourages students to:
- Learn a wide range of food preparation skills and techniques
- Learn the language of food
- Manage the resources at their disposal through individual performance and teamwork
- Be creative in food preparation and service.
- Make informed life-long healthy choices

Assessment
- Putting into practice the “Meal Planning With Attitude” Design Brief
- Using a variety food choices and food combinations
- Providing a Personal Reflection based on critiquing the meal against the Healthy Living Pyramid
- The creative scope of satisfying the Healthy Living Pyramid and Healthy Guidelines for Australians
One Man’s Meat Is Another Man’s Poisson!

Subject Description
An exploration into international cuisines and their impact on Australia’s developing food style.

Unit Provocation
Australia’s developing food style reflects and is influenced by its diverse and multicultural population.

Conceptual Lenses
- Form
- Function
- Connection

Sustainability
This Breadth Study considers learning in relation to personal and social-cultural sustainability.

An Inquiry Into
- Foods from other countries.
- How similar ingredients can generate different food outcomes
- How many ethnicities are influencing Australian food choices

Learning Focus
This Breadth Study helps and encourages students to:
- Learn a wide range of food preparation skills and techniques as used in international cuisines
- Learn the international language of food
- Try many new foods and flavours
- Manage the resources at their disposal through individual performance and teamwork
- Be creative in food preparation and service

Assessment
- Putting into practice the “One Man’s Meat is Another Man’s Poisson” Design brief
- Using a variety ingredients and food combinations from a country/countries of your choice
- Providing a Personal Reflection based on your assessment of how some aspects of the meal you have prepared has influenced Australia’s food style
- The creative scope available to Australians in their choice of food
Product Design Technology

Furniture To Sit On

Subject Description
In this unit students will design and make a dining chair. This unit focuses on developing understandings and skills in how to construct a chair using dowel joints and curved components.

Unit Provocation
Good construction is dependent on good design.

Conceptual Lenses
- Form
- Function
- Design

Sustainability
This Breadth Study considers learning in relation to personal and urban-technological sustainability.

An Inquiry Into
- Cutting and joining methods
- Methods and components for shaping furniture
- Assembly techniques for chair frames
- Varnishing and painting mediums

Learning Focus
This Breadth Study helps and encourages students to:
Develop their knowledge and skills using rules, squares, tenon saws, planes, spokeshaves, vertical drill and horizontal drill.

Assessment
- Written investigation of the chairs at home and their suitability for what they are used for
- A set of drawings showing the development of a construction plan for a chair
- Constructing a hardwood chair with laminated seat & backrest
Coffee Tables

Subject Description
In this unit students will design and make a coffee table. This unit focuses on developing understandings and skills in how to construct a table using dowel joints and socket and tenon joints.

Unit Provocation
Functionality is as important as design when it comes to good furniture.

Conceptual Lenses
- Form
- Function
- Design

Sustainability
This Breadth Study considers learning in relation to personal and urban-technological sustainability.

An Inquiry Into
- Shaping and planing techniques
- Planning strategies for accurate construction
- Assembly techniques for tables
- Varnishing and painting mediums

Learning Focus
This Breadth Study helps and encourages students to: Develop their knowledge and skills using rules, squares, tenon saws, planes, mallets, chisels, vertical drill and horizontal drill.

Assessment
- Written investigation of the tables at home and their suitability for what they are used for
- A set of drawings showing the development of a construction plan for a table
- Constructing a pine coffee table
Information and Communication Technology

Computers in Gaming

Subject Description
The Computers in Gaming Journey enables students to experience the many intricacies of both technical and software development to help understand the problems and the issues surrounding the production of a game. Students determine the resources required to demonstrate how a game can benefit a society and to communicate the game’s purpose to an audience. They also explore the dangers of Gaming issues like addiction and hacking etc.

Unit Provocation
There is an ethical side to all great gaming.

Conceptual Lenses
- Ethics
- Technology
- Story

Sustainability
This Breadth Study considers learning in relation to: Personal, Social-cultural, Urban-Technological Sustainability

An Inquiry into
- the use of technology-GameMaker
- developing the creation of storylines to enhance the playability of games
- The mathematics and modelling for a practical application

Learning Focus
This Breadth Study helps and encourages students to:
- Investigate use of software to produce a game
- Plan storylines behind games - What good are they?
- Look at social issues involving computer games
- Develop and promote a game using software packages

Assessment
- Design sketches and development of a storyboard for the background of the game being created
- Research skills and report on the effects of different gaming addictions which involve a series of different age groups
- Production of a working game that has developed a social message
- Creation of advertisement to support the message of the game
- Presentation of the final creation by students to a selected age group around a social message
Interactive Digital Media – Web Design

Subject Description
In this unit students will generate a range of concepts and ideas for a website for a specific audience. You will plan your work with sketches and consider what emotions, feelings or ideas need to be communicated by the look of the website. The development of the website will not require any knowledge of coding. Flash will also be used to create banners and animations to be used in the site. Students will find the most appropriate means to communicate their intentions visually by using design elements and principles. The website will be developed in Dreamweaver using correct naming and storage conventions.

Unit Provocation
The messages we create are not always the messages that are received.

Conceptual Lenses
- Communication
- Perspective
- Influence

Sustainability
This Breadth Study considers learning in relation to personal and social-cultural sustainability

An Inquiry into
- Effective development of a site
- Techniques employed by designers when creating sites
- Society's growing globalization and how this has brought about consideration for critical design and considerations of our digital footprint
- Designing communication solutions through the application of the design process.
- Considering audience, ideas, intended purpose and application of the design elements and principles.

Learning Focus
This Breadth Study helps and encourages students to develop skills in the use of Adobe programs such as:
- Illustrator
- Photoshop
- Dreamweaver
- Flash

Assessment
- Design concepts
- Dreamweaver
- Flash animation
- Photo galleries
- Web design-page layout
Introduction to Outdoor and Environmental Studies

Subject Description
In this subject students will be introduced to the concept of sustainable interactions with the outdoors, building on the experiences that students have as part of Cornish Curriculum such as the camping program. The subject will also act as a precursor for both VCE Outdoor & Environmental Studies and VCE Outdoor Recreation. This subject will incorporate a practical component with a field experience planned approximately 1 out of 3 weeks, the other weeks will be used for a range of learning activities such as planning and reflecting on participation in the outdoors, promotion of sustainable outdoor interactions within the school community and the development of leadership and interpersonal skills that complement outdoor activities.

Unit Provocation
Our future depends on people engaging sustainably with our natural environments.

Conceptual Lenses
- Sustainability
- Interactions
- Inter/Intra Development

Sustainability
This Breadth Study considers learning in relation to:
Personal, Social-Cultural, Natural and Urban & Technological Sustainability.

An Inquiry into
- How people view and interact with the outdoors
- How interactions with the outdoors can be sustainable
- The types of environments in our local area

Learning Focus
This Breadth Study helps and encourages students to:
Develop a deep and meaningful connection with nature and an understanding of how we interact with our natural world for a variety of reasons.

Assessment
Students will be assessed through a range of tasks including reports of field trips and inquiry based tasks examining the above topics.
Sustainable Land Management

Subject Description
This unit gives students experience in implementing environmentally sustainable approaches to food production and farm animal management. Sustainable Land Management integrates and builds on existing resources of the school environment including food gardening plots, orchard, olive grove, animal farm, wetlands and indigenous habitat areas. The course will explore approaches including organic gardening, permaculture and community gardens. Sustainable Land Management is essentially practical but will have some theory elements.

Unit Provocation
Food production and land resources can be managed sustainably to provide food security for all.

Conceptual Lenses
- Responsibility
- Self-sufficiency

Sustainability
This Breadth Study considers learning in relation to: personal and cultural sustainability.

An Inquiry Into
Designing, implementing and monitoring a sustainable food garden
- Propagation techniques
- Orchard and olive trees maintenance
- Pest control including rabbit-proofing strategies and organic approaches
- Home sustainability project
- Farm animal care
- Teamwork and youth leadership
- Enhancement of habitat areas through shelter belt construction
- Construction of farm animal shelter and care areas
- An inquiry into a sustainable food production issue

Learning Focus
This Breadth Study helps and encourages students to work together to achieve sustainable land practice outcomes. It encourages co-operation and deeper thought about how their actions contribute to the negative and positive aspects of global food production and sustainable land practices.

Assessment
A variety of assessment approaches including:
- Development of a group garden design and implementation of this plan
- A weekly progress reflective portfolio
- Reports on personal inquiries into implementing sustainability actions at home and sustainable food production
**Industry**

**CIP Enterprise (Community, Industry, Personal Enterprise)**

**Subject Description**
An exploration into the world of golf – skill development; golf course management; tournament organisation; character and leadership development; retail and manufacturing experience.

**Unit Provocation**
Ethical and effective industries start with ethical and effective individuals.

**Conceptual Lenses**
Form: What is the Golf industry like?
Connection: What skills and values can be transferred to other areas of my life?
Responsibility: What do I need to do to achieve my full potential?

**Sustainability**
This Breadth Study considers learning in relation to personal, social-cultural and natural sustainability

**Learning Focus**
The following enterprise capabilities to be developed are drawn from commonly accepted lists of enterprise skills, capabilities and behaviours utilised throughout Australia as well as internationally. These capabilities are:

1. Adaptability: being flexible, learning new skills, developing industry-specific competencies, embracing change, accepting challenges, seeking innovation and working with others.
2. Initiative: identifying opportunities, being proactive, creating ideas, using new technologies, asking questions, seeking feedback, accepting responsibility and working with others.
3. Communication: building interpersonal skills, using ICT devices, demonstrating cross-cultural skills, developing a professional and/or technical vocabulary and working with others.
4. Managing and leading: taking charge, managing oneself, managing others, planning and organising, managing risk, using resources effectively, working sustainably, reviewing performance, being socially responsible and working with others.
5. Problem-solving: analysing issues, making decisions, dealing with change, resolving conflict and working with others.

**Assessment**
- Individual project - personal development e.g.: skill level, leadership, fitness
- Group project - organising and running a community event/tournament
Industry

Ethical Enterprise – The sky is the limit!

Subject description
In our rapidly changing society there is an increasing need for highly skilled and innovative people. Our students require skills to meet modern business needs to understand how their community including, business and industry works. They need to be able to function creatively and adapt to new technologies in an increasingly globalized world.
This unit offers students the opportunity to develop their enterprise skills. They will plan, operate and evaluate their own small business activities. In so doing they will develop many enterprise skills and learn about the business cycle and new business opportunities made possible through technology.

Unit Provocation
New technologies have lifted the limits on enterprise – the challenge is, staying ethical.

Conceptual Lenses
- Change
- Ethics
- Marketing

Sustainability
This Breadth Study considers learning in relation to personal, urban-technological and natural sustainability.

An inquiry into:
- Planning and operating your own small business – in place or online
- Marketing and export potential
- Leadership and management
- Ethical and sustainable business practices

Learning Focus
This Breadth Study helps and encourages students to explore and express their creativity, self-reliance, a capacity to respond to change, and the ability to generate, recognise and seize opportunity. There will be a focus on how businesses use technology for functioning and for marketing, along with the importance of teamwork, commitment and flexibility in running a small business.

Assessment
The major assessment in this subject will be based on the planning, operation and evaluation of small business activities. This will involve the students forming school-based or hypothetical on-line companies and appointing positions of responsibility such as Company General Manager, Secretary, Marketing Manager etc. The companies must prepare submissions to gain ethics approval and appropriate funding for their business activities. On completion of their businesses, detailed reports will be presented.
Students should choose a range of studies to ensure breadth of studies across their program. Please indicate your preferences for your program of Breadth Studies in 2015 by numbering the boxes 1-6 in each Block (with 1 being your most favoured or first preference).

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<tr>
<th>Preference</th>
<th>Block 1 Breadth Studies</th>
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<tr>
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<td>Food Technology - One Man’s Meat is another Man’s Poisson</td>
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<td>Industry - CIP Enterprise</td>
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<td>Performing Arts (Drama) - It All Started With a Tiny Idea</td>
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<td>Product Design Technology - Furniture to Sit on</td>
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<td>Visual Arts - Stories Through the Lens</td>
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<td>ICT - Interactive Digital Media – Web Design</td>
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<td>Performing Arts (Music) - Play, Perform and Compose</td>
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<td>Visual Arts - Sculpture</td>
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<td>Performing Arts (Drama) - In, For and About Sustainable Theatre</td>
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<td>Visual Arts - Printmaking</td>
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<td>Performing Arts - Dance – Movement Literacy</td>
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Student signature: ___________________ Parent signature: ___________________

Comments: (on reverse)