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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.

| Semester 1 | 1. Morning Breadth Study | 2. Afternoon Breadth Study |
| Semester 2 | 3. Morning Breadth Study | 4. Afternoon Breadth Study |
| Semester 1 | 5. Morning Breadth Study | 6. Afternoon Breadth Study |
| Semester 2 | 7. Morning Breadth Study | 8. Afternoon Breadth Study |

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 in Year 10 may choose to enrol in a Vocational Education and Training in Schools (VETiS) course in the place of two of the Breadth Studies units. VETiS 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.

VETiS courses available include: Business, CISCO Networking, Community Services, Laboratory Skills, Media, Sport and Recreation and Outdoor Recreation and would occur on a Wednesday afternoon.

The commitment to a VETiS course is for a two year program, taking up two of the four Breadth Studies units offered in Year 10 and continued into Year 11.

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 2016 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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<table>
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<tr>
<th><strong>Breadth Studies</strong></th>
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<tr>
<td>(2 half-day sessions each semester)</td>
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<tr>
<td>Physical, Personal and Social Learning</td>
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<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 ie 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, inks, water colour, collage
- 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

Ceramic Sculpture

Subject Description
The Ceramic 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. ie 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 ceramic sculptural forms and/or installations.

Learning Focus
This Breadth Study helps and encourages students to develop skills employing:
- Ceramic construction techniques for the purpose of developing sculptural forms
- Hand building construction techniques including coil, pinch, slab, slip casting, press molds, oxides, under glazing, glazing
- Accruing technical knowledge of differing clay bodies and firing 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
- Major ceramic works
Visual Arts

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
- Studies of 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
- Mono printing
- Polychromatic printing
- 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 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 fabric.

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

Learning Focus

This Breadth Study helps and encourages students to learn:

- Researching the historic and contemporary practice of artists and fashion designers
- Design and fashion illustration techniques
- Exploring sculptural forms to be worn employing materials (other than fabrics) and found objects
- Deconstructing/reconstructing materials
- Drafting basic pattern where required
- Employing sculptural techniques over a dressmaker’s mannequin or form where required

Assessment

Brief description of main assessment tasks:

- written and visual research,
- annotated visual diary demonstrating design development, techniques and processes, photography, reflection, final presentation
- Refined and completed sculptural works to be worn
**Visual Arts**

**Visual Communication Design**

**Subject Description**

Students are introduced to the different stages in the design process. The course has an emphasis on creativity, 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 design practice.

**Unit Provocation**

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

**Conceptual Lenses**

- Communication
- Expression
- Problem solving
- Creativity

**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 learn:
- Observational, freehand and technical drawing
- Use of design elements and principles
- Design layouts
- Application of computer-aided design in Adobe CC using illustrator and photoshop

**Assessment**

- Designing from a brief
- Architecture – Floor plan and 3D sketch up
- Product Design research and concepts
- Communication design – Post Design
Visual Arts

Film Production - A Digital Culture
(This unit will be linked with Drama – Film Production, Performance in Front of the Camera)

Subject Description
Recommended to link with Drama to develop scripts and acting skills to apply to the production. The course covers the dynamic application of production techniques used to communicate, explore and connect with the wider community. Students will investigate current filming and editing practice and methods. They will study different ways representation can affect an audience’s perception. This course allows students to explore their own themes within this medium and produce their own work from concept to screen.

Unit Provocation
- Film makers alter the representation of place and space.

Conceptual Lenses
- Perspective
- Representation
- Conventions

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

An Inquiry Into
The manner in which film is used to represent people and the places and spaces they inhabit.

Learning Focus
This Breadth Study helps and encourages students to:
- Understand the use of visual codes and conventions
- Develop the skills in using the camera to communicate ideas
- Develop a better understanding of visual language
- Develop skills in using video applications

Assessment
- Pre production – Scripting and Story board using equipment/technical application
- Production – media codes and conventions
- Post production – editing and sound
Visual Arts

Photo Media

Subject Description
In this unit students will use the camera as a tool to produce photographic or filmic works with an emphasis on experimenting within this medium. Work will be refined and presented as a digital folio and a selection of works printed or screened for exhibition at the completion of the unit.

Unit Provocation
Contemporary art practice can challenge and change ideas.

Conceptual Lenses
- Communication
- Imagination
- Perspective
- Conventions

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

An Inquiry Into
The ways we express ourselves through:
- Our ideas
- Our feelings
- Our culture and values

The ways in which we reflect upon our appreciation of the aesthetic.

Learning Focus
This Breadth Study helps and encourages students to:
- Develop the use of visual codes and conventions
- Develop skills in using the camera to communicate ideas
- Develop a better understanding of visual language
- Develop skills in using video and photography
- Practise digital printing with Canon Pixma Pro
- Set up exhibitions

Assessment
- Pre production – equipment and technical understanding
- Production planning and folio development
- Exhibition and folio presentation
Photography

Subject Description
In this unit students will learn about using the camera as a manual tool from research to planning and producing a range of photographic works. Students will learn how to use the functions of the camera to purposely produce a variety of solutions to visual tasks. Work will be refined and presented as a digital folio and a selection of works printed for exhibition.

Unit Provocation
The expectation and cultural use of the camera has shifted due to the influence of technology.

Key Concepts
- Imagination
- Communication
- Perspective

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

An Inquiry into
Photography as a record keeper.

Learning Focus
This Breadth Study helps and encourages students to:
- Use visual codes and conventions
- Develop skills in using the camera to communicate ideas
- Develop a better understanding of visual language
- Develop skills in using video applications like Adobe CC lightroom
- Practise digital printing with Canon Pixma pro

Assessment
- Understanding of manual camera settings
- Photo shoot planning and execution
- Exhibition and folio development
Performing Arts

Drama – Film Production - Performance in Front of the Camera
(This unit will be linked with Film Production - A Digital Culture)

Subject Description
Students will develop acting skills and then develop a screenplay to apply to a production. The course covers the dynamic application of production techniques used to communicate, explore and connect with the wider community. Students will learn film acting techniques. They will study different ways a representation can affect an audience’s perception.

Unit Provocation
Acting for film requires many different skills compared to live performance.

Conceptual Lenses
- Expression
- Symbol
- Choice

Sustainability
This Breadth Study considers learning in relation to personal and social – cultural and urban/technological sustainability.

An Inquiry Into
- Performance styles that are suited to film making and how they 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
- How a powerful relationship between actor and camera can be created

Learning Focus
This Breadth Study helps and encourages students to:
- Draw on prior knowledge and research skills to create performance
- Develop an understanding of film making techniques and acting in front of a camera
- Work collaboratively with others to create screenplays
- Investigate ways in which film acting skills differ from live performance
- Understand ways in which selected areas of stagecraft especially for film (mise `en scene) 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 and the collaboration with the Film Production class.
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 – The Power of Theatre

Subject Description
This unit will allow students to explore aspects of theatre that in varying different forms and styles can ultimately shift audience’s perspective on issues and ideas. By investigating the concepts of alternative performance spaces, being sustainable in the resources we use while creating theatre and creating performance that presents powerful messages (including personal, environmental, and cultural) students will learn techniques used to evoke thought and ultimately create 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 investigation of theatre styles such as Epic, Forum, Image and Verbatim
- The 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
- Investigating 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 – Technique, Choreography and Performance

Subject Description
Dance focuses on the art of performance and the appreciation of other dance styles. Students study the relevance of dance in today’s society by working directly with professional dancers and choreographers through learning, performing and critically analysing their work. In this unit, students will be given the opportunity to choreograph and perform group dance works learnt from other choreographers as well as their own. Students will study dance history and complete analytical reports based on their own performance work. Students will also attend professional performances in all styles and complete analytical responses to these works.

Unit Provocation
The body is a tool for expression.

Conceptual Lenses
- Expression
- Perception
- Causation

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

An Inquiry Into
- Dance styles, technique development and performance skills
- The elements of dance; including space, time and energy
- Knowledge and use of choreographic devices to create new dance works
- Working both as an individual and ensemble to create collaboratively
- The powerful relationship between dancer and audience and its purpose

Learning Focus
This Breadth Study helps and encourages students to:
- Develop an understanding of technique and safe dance practices
- Develop an understanding and appreciation for different styles of dance
- Work collaboratively with others in an ensemble performance
- Understand ways in which professional choreographers develop new works
- Create dance performance both individually and as an ensemble
- Explore different viewpoints and perceptions based on dance interpretation

Assessment
Brief description of main assessment tasks:
- Technique
- Choreography
- Group Dance Performance
- Dance History Project
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
- Solo performance
- Group performance,
- Original composition
- Song Writer's Unit of Inquiry.
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 and the process of ‘mash-ups’.
- Create a television commercial combining music elements and other forms of media
Café Culture

Subject Description

Café Culture is a student run café. Students learn to operate a coffee machine, prepare different types of coffees, develop an appreciation for operating a small business and prepare café style foods.

Unit Provocation

The art of making a good coffee has become an integral part of Melbourne’s Culture.

Conceptual Lenses

- Process
- Form
- Function

Sustainability

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

An Inquiry Into

- Coffee appreciation
- Operating a student run café

Learning Focus

This Breadth Study helps and encourages students to:

- Develop and apply a range of safe and hygienic work practices and food preparation techniques.
- Learn the language of coffee
- Manage the resources at their disposal through individual performance and teamwork
- Be creative in food preparation and service.

Assessment

- Design brief; dream up your own café
- Practical test of coffee making.
- Production/team work
- Evaluation of practical work
World of Foods

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

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

Conceptual Lenses
- Culture
- Connection
- Design

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
- Topic related Design Brief (s)
- Production Work
- Evaluation of Practical work
- A variety of written and class activities based on broadening the students knowledge of other cultures
Food Technology

Meal Planning

Subject Description
In this unit students will explore and produce various components of a menu and will have an opportunity to create their own designed meals.

Unit Provocation
Enjoyment of food is enhanced by developing lifelong food preparation skills.

Conceptual Lenses
- Design
- Function
- Choice

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

An Inquiry Into
- Factors affecting our food choices
- Components of the Menu

Learning Focus
This Breadth Study helps and encourages students to:
- Learn a wide range of food preparation skills and techniques
- Develop and apply a range of safe and hygienic work practices and food preparation 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
- Designing and planning meals
- Production Work
- Evaluation of Practical work
Food Technology

Sweet and Baked Creations

Subject Description
In this unit students will explore and produce various baked dishes both sweet and savory and create a range of sweet desserts. Students will have the opportunity to work with chocolate, icings, learn about decorating and get their creative juices flowing.

Unit Provocation
We express ourselves through the creations we make.

Conceptual Lenses
With a focus on the design process, students will produce a range of products to broaden their knowledge of food preparation.

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

An Inquiry Into
- Producing a range of Baked Products and Sweet items
- Decorating and garnishing food to make it look visually appealing

Learning Focus
This Breadth Study helps and encourages students to:
- Learn a wide range of food preparation skills and techniques
- Develop and apply a range of safe and hygienic work practices and food preparation techniques.
- Learn the language of food
- Manage the resources at their disposal through individual performance and teamwork
- Be creative in food preparation and service.

Assessment
- Topic related Design Brief
- Production Work
- Evaluation of Practical work
Product Design Technology

Container to Kiosk

Subject Description
Students will have the opportunity to convert an old shipping container into a small and self-contained kiosk, which will be used to make and sell coffee at school. Consideration will need to be given to the fit-out requirements, storage of equipment and product, provision of services (water, drainage and power), and the location and orientation of the container. This will be a joint project between VCE Business Management (preparing a business plan), Food Technology (making the product to sell) and Design and Technology students (provision of the facility).

Unit Provocation
The most sustainable solutions are also often the simplest and most effective.

Conceptual Lenses
- Design
- Communication
- Creativity

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

An Inquiry Into
- Sustainable building design
- Understanding the needs of a client
- Re-use and development of old equipment
- Building and construction techniques

Learning Focus
- Passive solar design
- Construction/building techniques
- Provision of services (water, drainage and power)

Assessment
- Development of an appropriate design brief
- Design drawings and plans
- Effectiveness of working in team
- Skills in building and construction
- Personal reflection on learnings
Solar Boats

Subject Description
Do you like boats? Like the idea of making a model boat that uses the sun for power instead of dirty fossil fuels? Like the idea of designing, constructing, testing and improving your own model? Like to compete against others doing the same? Students will have the opportunity to do all of these with the aim of competing in the Victorian Model Solar Vehicle Challenge (VMSVC - See www.modelsolar.org.au) in October against other schools from all over Victoria. Students will explore all the aspects of designing and building a solar powered boat, which meets the criteria of the Challenge. There will be time to design, build test, refine and improve their model boat.

Unit Provocation
Solar power will provide all our energy needs in the future

Conceptual Lenses
- Design
- Communication
- Sustainability

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

An Inquiry Into
- Boat hull design
- Effectiveness of solar as a power source

Learning Focus
- Using tools and skills
- Understanding solar technology
- Understanding efficient boat hull design
- Effective team work

Assessment
- Design drawings and plans
- Effectiveness of working in team
- Skills in building and construction
- Personal reflection on learnings
Digital 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

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. Students will find the most appropriate means to communicate their intentions visually by using design elements and principles.

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
- Muse

Assessment
- Design concepts
- Use of widgets and QR Codes
- Photo galleries
- Web design-page layout
- Creation of an advertisement to support the message of the site
Environment

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 VCE Outdoor and Environmental Studies. 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
- Preparedness
- Interactions
- Impacts

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
- First Aid Practical and Written Assessment
- Reflective Workbooks
- Group Oral Presentation
Outdoor and Adventure Leadership

Subject Description
This unit is designed to give students the opportunity to experience a range of outdoor activities from the perspective of an Outdoor Leader. They will learn the skills required to safely conduct Outdoor experiences in a range of environments. Field experiences will provide a range of rich learning experiences that link to theory covered in this course.

Unit Provocation
To build a relationship of respect with our natural world, we must first go out and be inspired by it.

Conceptual Lenses
- Preparedness
- Safety and Risk
- Minimal Impact
- Leadership

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

An Inquiry Into
- Leadership in the Outdoors
- Minimal Impact Strategies
- Outdoor Recreation Industry

Learning Focus
In this unit students will focus on the skills needed to plan for, lead and reflect upon Outdoor Recreation sessions.

Assessment
- Outdoor Experience Planning Documentation
- Practical Assessment Checklists
- Workbooks
Environment

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
- 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 cooperation and deeper thought about how their actions contribute to the negative and positive aspects of global food production and sustainable land practices.

Assessment
Brief description of main assessment tasks:
- Showing the ability to work together to achieve a team goal
- Development of a group garden design and implementation of this plan
- A weekly progress reflective portfolio
- Presentation to the class on a sustainable land management topic chosen by the student
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 - eg skill level, leadership, fitness
- Group project - organising and running a community event/tournament
# Years 9 and 10 Breadth Studies 2016 Preference Form

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 2016 by numbering the boxes 1-7 in each Block (with 1 being your most favoured or first preference).

<table>
<thead>
<tr>
<th>Preference</th>
<th>Block 1 Breadth Studies</th>
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<tbody>
<tr>
<td></td>
<td>Environment – Introduction to Outdoor and Environmental Studies</td>
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<td></td>
<td>Food Technology – Café Culture</td>
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<td></td>
<td>Industry – CIP Enterprise (Golf)</td>
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<td></td>
<td>Performing Arts (Drama) – Film Production – Performance in Front of the Camera</td>
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<td></td>
<td>Product Design Technology – Container to Kiosk</td>
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<td></td>
<td>Visual Arts – Wearable Art / Sustainable Fashion</td>
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<td>Visual Arts – Film Production – A Digital Culture</td>
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<th>Preference</th>
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<tbody>
<tr>
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<td></td>
<td>Food Technology – Meal Planning</td>
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<td>ICT – Interactive Digital Media – Web Design</td>
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<td>Performing Arts (Drama) – Page to Stage</td>
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<td></td>
<td>Performing Arts (Music) – Play, Perform and Compose</td>
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<td></td>
<td>Visual Arts – Ceramic Sculpture</td>
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<td>Visual Arts – Photo Media</td>
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<tr>
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<tr>
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<td>Environment – Sustainable Land Management</td>
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<td></td>
<td>Environment – Outdoor and Environmental Studies</td>
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<td>Food Technology – World of Foods</td>
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<td>Performing Arts (Drama) – The Power of Theatre</td>
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<td>Product Design Technology – Solar Boats</td>
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<td>Visual Arts – Photography</td>
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<td>Visual Arts – Printmaking</td>
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<th>Preference</th>
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<tr>
<td></td>
<td>Environment – Outdoor and Adventure Leadership</td>
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<td>Food Technology – Sweet and Baked Creations</td>
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<td>ICT – Digital Gaming</td>
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<td>Performing Arts – Dance – Technique, Choreography and Performance</td>
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<td>Performing Arts (Music) – Using Music Technology</td>
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<td>Visual Arts – Fine Art</td>
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<td>Visual Arts – Visual Communication Design</td>
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