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Year 9 and 10 : Blocking for Breadth Studies – 2018 ............................... 1
All students in Years 9 and 10 undertake the Core Studies which include English, Mathematics, Science, Language (French, Japanese or Cultural Sustainability), 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.

**Years 9 and 10 Breadth Studies Program**

The Breadth Studies Program creates a space in the timetable for subjects that sit outside the core curriculum. The program focuses on Visual and Performing Arts, Design and Technologies and a selection of the Humanities (Environment, Enterprise and Economics) as these are curriculum areas that are not covered in the Years 9 and 10 core curriculum. Over the space of two years, students will complete 8 semester-long units of Breadth Studies. In 2016, we also introduced a Breadth Studies subject that particularly caters for extension and interest in the STEM subjects (Science, Technology, Engineering and Mathematics). This subject, which will continue to be offered in 2018, links in with the Cornish College Enrichment and Enhancement program, Imagine...

Choosing Breadth Studies in Years 9 and 10 provides students with an opportunity to build on foundation skills and understandings they have developed in Years 7 and 8 through the specialist subjects program where participation in each of the learning areas was compulsory. In Years 9 and 10, students have the opportunity to be more selective in their study choices as they prepare for their transition toward the senior years where subject choice becomes more specialised.

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.

<table>
<thead>
<tr>
<th>Semester 1 Year 9</th>
<th>1. Morning Breadth Study</th>
<th>2. Afternoon Breadth Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2 Year 9</td>
<td>3. Morning Breadth Study</td>
<td>4. Afternoon Breadth Study</td>
</tr>
<tr>
<td>Semester 1 Year 10</td>
<td>5. Morning Breadth Study</td>
<td>6. Afternoon Breadth Study</td>
</tr>
<tr>
<td>Semester 2 Year 10</td>
<td>7. Morning Breadth Study</td>
<td>8. Afternoon Breadth Study</td>
</tr>
</tbody>
</table>

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 (e.g., Chisholm Institute of TAFE or Holmesglen Institute of TAFE).

Successful completion of one year of a VETiS course is equivalent to Units 1/2 of the VCE. Completion of the second year in Year 11 is equivalent to a 3/4 sequence and contributes to both the VCE and the ATAR. Students would also receive the appropriate Certificate qualification.

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

VETiS Courses attract an additional subject fee, subsidised by Cornish College.
Specialist Studies Program Planning for Individual Pathways

Years 9 and 10 students are required to complete an on-line selection process for their Breadth Studies highlighting their preference for the year ahead. Every attempt will be made to meet the students’ first choices but this may not always be possible, so preferences should be carefully selected.

Our objective is to maintain a flexible approach to subject selection to better enable us to work together to support student pathways. There are 3 program-planning guidelines that students are encouraged to work from. However, students are always encouraged to consult with their Head of School if they wish to negotiate a pathway outside of these options.

Program Planning Guidelines

Option A – Diversity Program

Students who are keen to keep their pathway options open and build on a range of skills and interests are encouraged to take the Diversity Program option. This involves choosing a diverse selection of subjects from the range of curriculum areas that comprise the Breadth Studies program.

Over two years, a Diversity Program of 8 semester-long units might look like this:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Year 9</th>
<th>1. Commerce</th>
<th>2. Design and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>This is Your Life</td>
<td>Food</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Year 9</td>
<td>3. Humanities</td>
<td>4. Performing Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outdoor and Environmental Studies</td>
<td>Drama</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Year 10</td>
<td>5. Visual Art</td>
<td>6. Design and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Body Sculpture Art</td>
<td>Materials</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Year 10</td>
<td>7. Humanities</td>
<td>8. Performing Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sustainable Land Management</td>
<td>Music</td>
</tr>
</tbody>
</table>

Option B – Pathways Program

Students who are narrowing in on their pathway beyond secondary school may have a good idea of two curriculum areas that are important for them to pursue in preparation for their VCE studies. The Pathways Program option encourages students to keep their pathway open by building skills in two main areas of the Breadth Studies program.

Over two years, a Pathways Program of 8 semester-long units might look like this:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Year 9</th>
<th>1. Visual Art</th>
<th>2. Design and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Body Sculpture Art</td>
<td>Food</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Year 9</td>
<td>3. Visual Art</td>
<td>4. Design and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Photo Media</td>
<td>Materials</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Year 10</td>
<td>5. Visual Art</td>
<td>6. Design and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weird Ceramics</td>
<td>Food</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Year 10</td>
<td>7. Visual Art</td>
<td>8. Design and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mixed Media</td>
<td>Materials</td>
</tr>
</tbody>
</table>

Option C – Focus Program

We recognise that there are students who have a particular passion for one or two subject areas that may or may not have any influence on their career choices, but represent what they most want to engage with whilst in Years 9 and 10. Students wishing to select a Focus Program may find themselves taking a subject twice over the two years. Often the subjects alter slightly in content from year to year to keep things interesting, making a second selection of a subject a viable option.
Please note that in subjects where there is high student interest, those who are new to the subject may be given first preference over those wishing to take a subject for a second time.

Over two years, a Focus Program of 8 semester-long units might look like this:

| Semester 1 | 1. Humanities  
| Year 9 | Outdoor Education | 2. Design and Technology  
| | | Food |
| Semester 2 | 3. Performing Arts  
| Year 9 | Dance | 4. Design and Technology  
| | | Food |
| Semester 1 | 5. Humanities  
| Year 10 | Outdoor Education and Leadership | 6. Design and Technology  
| | | Food |
| Semester 2 | 7. Performing Arts  
| Year 10 | Dance | 8. Design and Technology  
| | | Food |

### Core Studies

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10</td>
</tr>
<tr>
<td>The Global Sustainability Program</td>
<td>11</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>French, Japanese (or alternative)</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Sport, Health and Community Service</td>
<td>6</td>
</tr>
<tr>
<td>Assemblies, Chapel, Careers</td>
<td>3</td>
</tr>
</tbody>
</table>

### Breadth Studies

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2 half-day sessions each semester)</td>
<td>8 + 8</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Design and Technology</td>
<td></td>
</tr>
<tr>
<td>Humanities (Environment, Enterprise and Economics)</td>
<td></td>
</tr>
<tr>
<td>VETIS</td>
<td></td>
</tr>
<tr>
<td>STEM – Imagine .............</td>
<td></td>
</tr>
</tbody>
</table>

(* - periods per ten day timetable cycle)
Visual Arts

Body Sculpture Art

Subject Description
The Body Sculpture Art course aims to develop the students’ ability to explore and respond to unconventional materials and sources of inspiration for the purpose of creating sculptural forms to wear.

They will develop an analytical awareness of fashion design, styles and sustainable practices exploring artist/designers and their creative use of sculptural forms.

Students may have the opportunity of working with an artist in residence within this elective.

Unit Provocation
By “making the unusual usual”, artists and designers create new fashions and trends.

Conceptual Lenses
- Perspective
- Change
- Sustainability

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

An Inquiry into
The manner in which artists and fashion designers take risks, explore sources of inspiration, experiment with unusual materials and develop concepts and ideas which can be translated into wearable sculptural forms.

Learning Focus
This Breadth Study helps and encourages students to explore:
- The manner in which artists and designers source inspiration
- The past and present practice of artists and fashion designers from varying cultures and contexts
- Design creatively from sources of inspiration
- Fashion illustration skills, techniques and styles
- Materials trialling
- Sculptural construction techniques and processes
- Deconstructing/reconstructing materials
- Drafting basic patterns where required
- Employing sculptural (draping) techniques over a dressmaker’s mannequin
- Construction techniques

Assessment
- Visual Diary
- Trialing materials, techniques and processes
- Group design task
- Photography
- Visual research and “Sources of Inspiration” presentation
- Design development and fashion illustration
- Annotation of personal enquiry, processes, concept and ideas
- Reflection
- Refined and completed sculptural work/s to be worn

Employability and Enterprise Skills
- Analytical skills
- Strategic thinking
- Problem solving
- Self-starter
- Creativity
- Initiative


**Visual Arts**

**Mixed Media**

**Subject Description**

In their practice, Visual artists employ their powers of observation and imagination to create works that represent the world around them.

Students will explore and respond to a range of artist styles and movements to create their own artworks.

Students may have the opportunity of working with an artist in residence within this elective.

**Unit Provocation**

Artists challenge the understanding and perception of “world around us” in visual artworks.

**Conceptual Lenses**

- Perspective
- Change

**Sustainability**

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

**An Inquiry Into**

- An artist’s response to ‘what they see’ and imagine
- Different Art Materials
- Imaginatively interpreting ‘the real’ through mixed media techniques

**Learning Focus**

This Breadth Study helps and encourages students to explore and develop skills employing:

- The manner in which artists and designers source inspiration
- The past and present practice of historical and contemporary artists from varying cultures and contexts
- Designing creatively from sources of inspiration
- Drawing and design skills, techniques and styles
- Drawing in perspective
- Trialing a range of drawing materials and techniques, painting mediums – techniques and surfaces, printmaking techniques, 3D objects, collage and photography

**Assessment**

- Written and visual research including gallery visits
- Annotated visual diary demonstrating visual research, photography, trials, techniques, processes and design development
- Written research
- Reflection
- Major 2D and 3D artworks

**Employability and Enterprise Skills**

- Creativity
- Strategic Thinking
- Self Motivation
- Planning
- Initiative
- Presentation skills
- Organisational Skills
- Self-starter
Visual Arts

Studio Arts

Subject Description

In their practice, Visual artists use a studio process to explore, develop and refine their ideas. They use a range sources of inspiration to stimulate these ideas.

Students will explore and respond to a range of artist styles and movements to create their own artworks.

Students may have the opportunity of working with an artist in residence within this elective.

This Unit is particularly designed to develop students interested in studying VCE Studio Arts.

Unit Provocation

Artists challenge and communicate a range of ideas from their perception of “world around us” in visual artworks.

Conceptual Lenses

- Perspective
- Change

Sustainability

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

An Inquiry Into

- An artist’s response to ‘what they see’ and imagine
- Different Art Materials and Techniques
- Imaginatively interpreting ‘the real’ through a variety of techniques

Learning Focus

This Breadth Study helps and encourages students to explore and develop skills employing:

- Artist sources of inspiration
- The practice of historical and contemporary artists from varying cultures
- Individual studio skills, trialing a range of materials and techniques

Assessment

- Written and visual research
- Annotated visual diary demonstrating visual research, photography, trials, techniques, processes
- Written research
- Written reflection
- Finished artworks

Employability and Enterprise Skills

- Creativity
- Strategic Thinking
- Self Motivation
- Planning
- Initiative
- Presentation skills
- Organisational Skills
- Self-starter
Visual Arts

3D Art

Subject Description
This sculpture course aims to develop students critical and analytical awareness of 3D sculptural and assemblage forms.

Students will explore and respond to artists, their sources of inspiration, styles, techniques, processes and studio practice.

Students may have the opportunity of working with an artist in residence.

Unit Provocation
Artists creatively employ sources of inspiration and imagination to push the boundaries when expressing concepts and ideas.

Conceptual Lenses
- Change
- Perspective
- Space
- Form

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

An Inquiry Into
The manner in which artists creatively explore and present concepts and ideas, material and techniques in 3D sculptural forms and/or installations.

Learning Focus
This Breadth Study helps and encourages students to explore and develop skills employing:
- The manner in which artists and designers source inspiration
- The past and present practice of 3D artists who explore concepts from varying cultures and contexts
- Designing creatively from sources of inspiration
- Drawing and design skills, techniques and styles
- Trialing a range of construction materials (clay, wire, card, found objects, timber, plaster etc)
- Hand building construction techniques
- Surface decorations, including textural and relief techniques
- Mold making
- Health and safety considerations

Assessment
Brief description of main assessment tasks:
- Trialing material, techniques and processes
- Group design task
- Photography
- Visual research and ‘sources of inspiration’ presentation
- Drawing techniques and design development
- Annotation of personal enquiry, processes, concepts and ideas
- Reflection
- Refined and completed sculptural works

Employability and Enterprise Skills
- Creativity
- Self-motivation
- Planning
- Organisational skills
- Self-Starter
- Time management
- Strategic Thinking
- Initiative
- Communication skills
Visual Arts

Visual Communication and 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

Employability and Enterprise Skills

- Communication
- Learning
- Planning and organisation
- Technology
- Problem Solving
- Initiative and Enterprise
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 Performance in Front of the Camera 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
Students will be assessed both individually and as an ensemble on
- Presentations
- Workshops
- Research
- Personal reflections
- Technical skills
- Enterprise skills
- Final film submission

Employability and Enterprise Skills
- Problem solving
- Communication
- Teamwork
- Creativity
- Critical thinking
- Digital literacy
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

Employability and Enterprise Skills
- Problem solving
- Communication
- Creativity
- Digital literacy
- Critical thinking
- Presentation skills
Visual Arts

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

Employability and Enterprise Skills
- Problem solving
- Communication
- Creativity
- Digital literacy
- Critical thinking
- Presentation skills
Performing Arts

Drama – Film Production

(This unit will be linked with and students will work alongside Film Production - A Digital Culture)

Subject Description

Students will develop acting skills and then develop a screenplay to apply to a short film. 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
- Film and camera techniques
- Performance styles that are suited to film making and how they can be used to create meaning
- 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 both individually and as an ensemble on:
- Presentations
- Workshops
- Research
- Personal reflections
- Technical skills
- Enterprise skills
- Final film submission

Employability and Enterprise Skills

- Problem solving
- Teamwork
- Creativity
- Communication
- Presentation
- Self motivation
- Digital literacy
- Critical thinking
- Negotiation
Performing Arts

Drama – Theatre Production

Subject Description
This unit will focus on working with a director to perform a theatrical production which is produced from a professional script. 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. Students will have a choice in studying stagecraft (set design, costume, lighting, sound, props) and/or acting in relation to the theatrical production performed.

Unit Provocation
Interpretation is integral to a successful performance.

Conceptual Lenses
- Meaning
- Function
- Choices
- Production

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
- Develop problem solving and social skills in group situations
- Take risks with their ideas and design briefs as part of a team in working towards a common goal

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.

Employment and Enterprise Skills
- Problem-solving
- Presentation skills
- Communication
- Critical thinking
- Financial Literacy
- Teamwork
- Creativity

Financial Literacy
Performing Arts

Drama – Influencing the Audience

Subject Description
This unit will allow students to explore aspects of theatre styles and skills through their involvement in the Malthouse Theatre’s “Suitcase Series”. (For more information on this series – follow this link produced by the Malthouse [http://vimeo.com/223247084](http://vimeo.com/223247084)) 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, students will develop a performance piece through the semester that they will present in front of other like-minded students on a Malthouse stage.

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 devising 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
- Understand ways in which selected areas of stagecraft can be used to communicate an intended meaning
- Interpretation of playscripts

Assessment
Students will be assessed both individually and as an ensemble on:
- Presentations and performances
- Workshops
- Research
- Personal reflections
- Technical skills
- Enterprise skills

Employability and Enterprise Skills
- Problem solving
- Self Motivation
- Negotiation
- Communication
- Digital Literacy
- Teamwork
- Presentation
- Critical Thinking
- Creativity

All these skills will be fostered and challenged in this unit.
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. Students will study dance history and complete analytical reports based on their own performance work. Students will also participate in workshops with professional dancers and attend professional performances in all styles.

Unit Provocation
The body is a tool for expression.

Conceptual Lenses
- Expression
- Technique
- Composition
- Performance

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

An Inquiry Into
- Dance styles, technique development and performance skills
- Urban environment and alternative spaces (including Parkour)
- 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
- Overcome physical and mental obstacles by using the body as a tool for expression
- Develop self-confidence and expression in a fun non-competitive environment

Assessment
Brief description of main assessment tasks:
- Technique
- Choreography
- Group Dance Performance
- Dance Research Project

Employment and Enterprise Skills
- Problem solving
- Communication
- Teamwork
- Presentation skills
- Critical thinking
- Creativity
Performing Arts

Music Performance – Let’s 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 attributes make 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 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
- Music Analysis
- Group performance
- Writing an original composition
- Music theory and aural training

Employability and Enterprise Skills
- People skills
- Self-motivation
- Self Starter
- Multi-Tasking
- Communication skills
- Team Work
- Initiative
- Listening
- Creativity
- Presentation Skills
- Organisation Skills
- Planning
Performing Arts

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 ‘GarageBand’. Students will investigate the use of music technology for different mediums, purposes and forums and create their own technology based music compositions.

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 Socio-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 GarageBand 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 ‘GarageBand’ competently
- Compose and display an original composition
- Use music technology programs in a variety of different mediums

Assessment
- Learn the Music Technology program ‘GarageBand’
- Using the program ‘GarageBand’ to 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
- Devise a promotional Cornish school video, incorporating music as part of the production
- Learning how to assemble electronic sound equipment for the purpose of recording and performing

Employability and Enterprise Skills
- Creativity
- Communication
- Digital Literacy
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 and theory testing of coffee making.
- Production/team work
- Evaluation of practical work

Employability and Enterprise skills
- People skills
- Communication skills
- Analytical skills
- Team work
- Customer service
- Presentation skills
- Problem solving
- Prioritising tasks
- Time management
- Multi-tasking
Food Technology

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

Employability and Enterprise skills
- Analytical skills
- Team work
- Presentation skills
- Problem solving
- Prioritising tasks
- Time Management
- Organisational skills
- Multi-tasking
- Team management
- Planning
- Creativity
- Digital Literacy
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

Employability and Enterprise Skills
- Analytical skills
- Team work
- Presentation skills
- Detail-oriented
- Time management
- Organisational skills
- Team management
- Planning
- Creativity
Product Design and Technology

Active Play Area Construction

Subject Description
As Cornish College changes, grows and moves towards the new Master Plan that has been developed, there is a need for some new active play areas for student use. The space northwest of the Year 8 rooms has now been set aside in the medium term for an activity space to be created. Students will research the needs and identify a number of activity options that can be provided in this space. From this range of options and within various constraints – safety, size, cost, sustainability etc - a small number of elements will be investigated and designed by students in small teams. Students will then create a proposal for the Business Manager for the element to be constructed. After approval, the construction will begin!

This Breadth Study will give students to make their mark on the College facilities, as well as learning some great skills in design, planning, construction and teamwork.

Unit Provocation
Young people need places to spend time, particularly active time.

Conceptual Lenses
- Design
- Creativity
- Problem Solving

Sustainability
This Breadth Study considers learning in relation to Urban-Technological and Personal sustainability.

Employability and Enterprise Skills
- Problem Solving
- Critical thinking
- Teamwork
- Communication Skills

An Inquiry Into
- Meeting the needs of students for active play facilities.

Learning Focus
- Working cooperatively and constructively in teams
- Working within “real life” constraints
- Safe and effective design and construction

Assessment
- Design drawings and plans
- Skills in building and construction
- Personal reflection on learnings
Product Design and Technology

Pallet Up-cycling

Subject Description
Using old wooden shipping pallets, students will have the opportunity design and make their own creation. Creations could include a table, chair, bed, wall planter, stools, shoe rack, dog kennel, storage rack, dolls house, Christmas tree, shelving etc etc. Basically the outcome is only limited by imagination. At the start of the semester, students will break down recovered pallets into useable materials to assess the timber available for their creation. They will then design their creation and make a small simple model to test and refine the idea. Finally, they will make their creation from the timber recovered from the pallets.

Unit Provocation
Used wooden shipping pallets are often used only once and create vast amounts of waste.

Conceptual Lenses
• Design
• Problem solving
• Creativity

Sustainability
This subject provides the opportunity to re-use old but still useful materials that would otherwise be sent to landfill or be burned, to create new and useful creations. It addresses areas of Natural and Urban-technological sustainability.

An Inquiry Into
• Building and construction techniques
• Turning waste into something useful

Learning Focus
• Designing within constraints
• Construction/building techniques

Assessment
• Design drawings and plans
• Skills in building and construction
• Personal reflection on learnings

Employability and Enterprise Skills
• Problem solving
• Creativity
• Communications
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

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

Employment and Enterprise skills
- Creativity
- Critical Thinking
- Teamwork
- Problem Solving
- Digital Literacy
- Communication
Information and Communication Technology

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. Students will plan 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

Employment and Enterprise skills
- Creativity
- Critical Thinking
- Teamwork
- Problem Solving
- Digital Literacy
- Communication
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 one out of three 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 and how they can be monitored

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
- Reflective Workbooks
- Group Oral Presentation

Employability and Enterprise Skills
- People Skills
- Team work
- Writing
- Organisational Skills


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
- Group Dynamics
- 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

Employability and Enterprise Skills
- Detail-oriented
- Time management
- Initiative
- Team management
- OHS (Health and Safety)
Environment

Sustainable Land Management

Subject Description
Sustainable Land Management integrates and builds on the current and evolving infrastructure at the school, including wetlands, indigenous habitat areas, animals, gardens, orchards and the olive grove. The unit gives students experience in implementing environmentally sustainable approaches to land and animal management.

Unit Provocation
Resources can be developed and managed in a sustainable way.

Conceptual Lenses
- Responsibility
- Self-awareness

Sustainability
The subject considers learning in relation to areas of Personal and Natural sustainability.

An Inquiry Into
- How infrastructures can be created and maintained in sustainable ways
- How to develop self-awareness of micro and macro environments

Learning Focus
The subject helps and encourages students to work together to achieve sustainable practices and outcomes.

Assessment
The range of assessment tasks are designed to:
- Demonstrate the ability to work together to achieve a team goal
- Research, present and evaluate appropriate tasks
- Participate willingly in a wide range of sustainable experiences

Employability and Enterprise Skills
- Teamwork
- Critical thinking
- Communication skills
- Problem solving
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
- Journal entries – reflecting on learning
- Presentation of a leadership trait
- Book/film review – leadership/character theme
- Skill development and application

Employability and Enterprise Skills
- Presentation
- Problem solving
- Communication
- Teamwork
- Interaction and people skills
- Organisational
- Initiative
- Listening
Be an Entrepreneur!

Subject Description
In this unit students will investigate the need for innovation and the development of enterprising skills in order to achieve a more sustainable world. Students will research a number of successful social and business entrepreneurs and identify the common skills and attributes which these people possess. Working in teams, the students will develop their own ethical small enterprise. By actually operating the enterprise they will experience some of the many complex and challenging decisions which face small business owners.

Unit Provocation
For a sustainable world we need ethical entrepreneurs.

Conceptual Lenses
- Ethics
- Entrepreneurship
- Innovation
- Financial Literacy

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

An Inquiry Into
The importance of innovation and the development of enterprising skills in order to achieve a more sustainable world.

Learning Focus
This Breadth Study helps and encourages students to:
- Investigate world issues which require innovative solutions – in particular the United Nations Sustainable Development goals
- Explore the transferable enterprising skills which students will require to contribute to the solutions for world issues and compete for the jobs of the future. These will include problem solving, financial literacy, digital literacy, creativity, critical thinking, teamwork and communication
- Research successful business and social entrepreneurs
- Develop an understanding of what it means to be an ethical savvy consumer
- Develop their own enterprising behaviours and capabilities by working in teams to run their own ethical small enterprises
- Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape

Assessment
Assessment will be based on a number of tasks including:
- An inquiry into a successful entrepreneur
- The planning and running of an ethical small business

Employability and Enterprise Skills
- Financial Literacy
- Problem Solving
- Creativity
- Communications
- Teamwork
- Critical thinking
This is your Life!

Subject Description
This unit will introduce students to the many ways in which business, government and consumerism impact our everyday lives. By investigating different scenarios in a young person’s life, students will explore and develop the life-long skills and knowledge needed to make informed decisions around the law, work, spending money and financial security.

Unit Provocation
Commerce is all around us.

Conceptual Lenses
- Responsibility - Understand citizens’ rights and responsibilities in a democracy
- Rights - Law and Order (Know your legal rights)
- Ethical decision making - Shopping and spending decisions
- Risk and reward - How young people manage financial risks and rewards

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

An Inquiry Into
- Law and Punishment (Knowing your legal rights as a teenager).
- What are your responsibilities in a democracy (Exploring how the government works)
- Budgeting and shopping responsibly and ethically.
- What are the financial risks around young people?

Learning Focus
This Breadth Study helps and encourages students to:
- Develop knowledge an understanding of criminal, civil law and punishment in our legal system.
- Understand citizens’ rights and responsibilities in a democracy
- Investigate the ethical decisions consumers face when shopping in the 21st century.
- Students will apply their knowledge and skills to scenarios young people may encounter.
- Work collaboratively with others in problem solving and investigation.

Assessment
Students will be assessed on their investigation and application of knowledge and learning in different fortnightly scenarios. Student will build a portfolio of work in a learning booklet. Students will also be assessed on their contributions to group work and the quality and effort presented in demonstrating their research and application of their findings.

Employability and Enterprise Skills
- Financial Literacy
- Problem Solving
- Creativity
- Communications
- Teamwork
STEM - Imagine and build ... a digitally controlled solution to a real-world problem.

Subject Description
This Breadth Study focuses on investigating, designing and building a digitally controlled solution to a real-world problem. This subject will draw on a range of curriculum areas through an integrated extension program. We will draw from the disciplines of science, technology, mathematics, and employ engineering principles.

Initially we will build a foundation of understanding and skill in coding and electronics. We will then research a real-world problem, investigate, design and build a technological solution. Research will be based on the scientific method, mathematical analysis and communications technology. Technological solutions will be based on coding Arduinos.

This will develop skills in critical and creative thinking, communication, teamwork, presentation, and problem solving. We will develop a social understanding of the problems.

Unit Provocation
A challenging problem provides opportunities for creative solutions that often require a combination of a broad system wide understanding in conjunction with detailed knowledge in specific areas.

Conceptual Lenses
- Design – how can I produce a device to solve to a problem, need or challenge?
- Communication – how do I share my understanding so other people can improve on it?
- Creativity – how can I think about problems or challenges in different ways or create solutions?
- Problem solving – how do I successfully approach solving a problem or challenge?
- Analysis – how do I identify the parts of a problem or challenge?
- Connection – how can I apply skills developed to new situations?

Sustainability
The integrated and interconnected nature of this Breadth Study considers learning and applications in relation to personal, socio-cultural, natural and urban-technological sustainability.

An Inquiry Into
- Coding and electronics
- experimental method to develop understanding of and a solution to a problem
- data collection and management to clarify and find a solution to a problem
- applying the stages of the design process to problem solving (identify problem, investigate, design, make and evaluate).
- finding a creative solution to a challenging problem

Learning Focus
- understanding scientific concepts and principles and applying the Scientific Method
- applying the stages of the design process to problem solving (identify problem, investigate, design, make and evaluate).

Assessment
- teacher observation of practical digital electronics work
- portfolio of investigations/experiments/challenges
- team problem solving project

Employability And Enterprise Skills
- Creativity
- Critical thinking
- Teamwork
- Problem solving
- Communication
- Digital literacy
### Year 9 and 10: Blocking for Breadth Studies – 2018

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