



2023 Super Studies

Years 8 and 9



MOTTO

Make a difference,
be the difference.

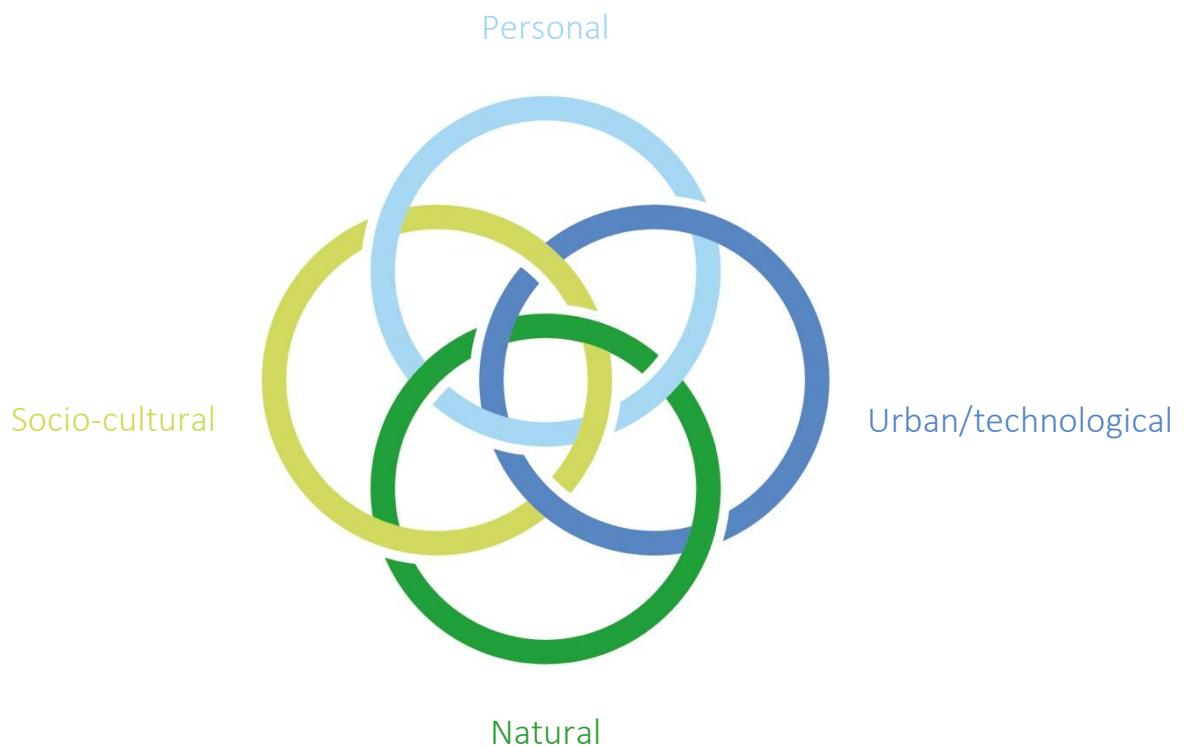
VISION

Education that makes
a difference today for
a sustainable and
thriving tomorrow.

VALUES

Compassion
Respect
Integrity
Creativity
... always with Courage

RINGS OF SUSTAINABILITY



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PRINCIPAL'S MESSAGE

Curriculum design and development is an essential part of Cornish College's commitment to continuous growth. To successfully engage students in authentic learning experiences that are meaningful for their current and future world and to ensure each student has the opportunity to attain personal academic excellence, our curriculum programs must respond to student developmental needs, interests and aspirations.

In designing the Cornish College curriculum we are mindful that young people – perhaps now more than ever – require a curriculum that is future-focused to prepare them for what lies ahead, yet at the same time serves their current academic and wellbeing needs in a way that nurtures and cares for them.

With this in mind, the Super Studies Program for our Years 8 and 9 students, is designed to complement Core Studies undertaken by all students. This program takes us to the next stage in our vision for education for a sustainable future, whilst continuing to prepare our students for their senior years' studies at Cornish College.

Nicola Forrest



INTRODUCTION

All students in Years 8 and 9 undertake the Core Studies which include English and Humanities, Mathematics, Science, Language (French or Japanese), Physical Education, Personal Sustainability (Health) and Sport. Core Studies are timetabled throughout the ten-day program cycle with period allocations as indicated in the tables on page 3. More information regarding the Core Studies are available in the *Years 7 to 9 Curriculum Handbook*.

Years 8 and 9 Super Studies Program

The Super 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, STEM, and a selection of the Humanities (Environment, Enterprise and Economics). Over the space of two years, students have the opportunity to complete sixteen term-long units of Super Studies.

Choosing Super Studies in Years 8 and 9 provides students with an opportunity to build on foundation skills and understandings they have developed in Year 7 through the specialist subjects program, where participation in each of the learning areas is compulsory. In Years 8 and 9, 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 Super Studies units are conducted on one day each week (Wednesday). On this day, students in Years 8 and 9 spend the morning in one of their Super 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 Super Studies subjects are term-long units. Therefore, over the two-year period of Years 8 and 9, students have the opportunity to participate in a total of sixteen Super Studies units.

| YEAR 8 | | |
|--------|------------------------|--------------------------|
| Term 1 | 1. Morning Super Study | 2. Afternoon Super Study |
| Term 2 | 3. Morning Super Study | 4. Afternoon Super Study |
| Term 3 | 5. Morning Super Study | 6. Afternoon Super Study |
| Term 4 | 7. Morning Super Study | 8. Afternoon Super Study |

| YEAR 9 | | |
|--------|-------------------------|---------------------------|
| Term 1 | 9. Morning Super Study | 10. Afternoon Super Study |
| Term 2 | 11. Morning Super Study | 12. Afternoon Super Study |
| Term 3 | 13. Morning Super Study | 14. Afternoon Super Study |
| Term 4 | 15. Morning Super Study | 16. Afternoon Super Study |

Specialist Studies Program Planning for Individual Pathways

Years 8 and 9 students are required to complete an online selection process for their Super 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.

Elective Instructions

We have constructed our Super Studies choices to enable as much flexibility in each student's pathway design as possible. There are, however, three guidelines that will need to be considered when completing subject choices:

- Year 8 students must choose from at least 4 curriculum areas
- All students can choose a maximum of 4 offerings within a curriculum area per year
- Students cannot repeat a subject over the two-year Super Studies experience

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 Super Studies program.

Option B – Pathways Program (Year 9 Students)

Students who are considering 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 Super Studies program.

Option C – Focus Program (Year 9 Students)

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 8 and 9. This focus option can be taken up in Year 9 where a student specialises in one or two curriculum areas. Often the subjects alter slightly in content from year-to-year, to keep things interesting.

Year 8 Core Studies Period Allocation

| | |
|--|----|
| English and Humanities (History, Geography, Economics) | 18 |
| Mathematics | 10 |
| Science | 9 |
| Sport | 4 |
| Personal Sustainability (Health) | 5 |
| Languages – French or Japanese | 9 |
| Physical Education | 4 |
| Form | 4 |
| Assemblies | 1 |
| <i>Super Studies</i> | 16 |
| <i>(4 half-day sessions per fortnight)</i> | |

Year 9 Core Studies Period Allocation

| | |
|--|----|
| English | 10 |
| Global Sustainability (Humanities) | 10 |
| Science | 10 |
| Mathematics | 10 |
| Languages – French or Japanese | 10 |
| Physical Education | 4 |
| Sport, Health and Community Service | 6 |
| Form | 3 |
| Assemblies | 1 |
| <i>Super Studies</i> | 16 |
| <i>(4 half-day sessions per fortnight)</i> | |

Design Technology



Anyone for Chess?

Subject Overview

Getting young people to reduce the use of technology is a challenge. Why not use technology to do it? Students will design and make their own chess set including a board and the 32 pieces. Students will individually design the pieces and then make them by hand-carving, turning on a lathe, on a 3D printer, or some other method, by negotiation. They will also make a board from timber or acrylic.

Unit Provocation

Modern materials, technology and design can add an edge to tradition.

Conceptual Lens

- Design
- Creativity
- Problem-solving

Sustainability

This Super Study considers learning in relation to urban/technological and personal sustainability.

An Inquiry Into

- Effectiveness of 3D printers as the manufacturing tool of the future

Learning Focus

- Detailed design using CAD software
- Using 3D printers for manufacturing

Assessment

- Safety considerations for playgrounds
- Working effectively using design principles
- Building and construction skills

Employability and Enterprise Skills

- Design
- Problem-solving
- Understanding new technologies

Cranky Machines

Subject Overview

Machines can be very complex and sophisticated but are often centred around simple mechanisms arranged in different ways. In this Super Study, students will create their own machine based around a simple crank mechanism. Through investigation and design, their machine will perform a simple task by simply turning a handle. There is scope within this Super Study to build on conceptual ideas from Year 5 students' inquiry into innovation and design.

Unit Provocation

Turning a simple crank can lead to many different mechanical outcomes.

Conceptual Lens

- Design
- Problem-solving
- Creativity

Sustainability

This Super Study addresses urban/technological sustainability.

An Inquiry Into

- The basic components of simple machines based on a crank

Learning Focus

- Designing within constraints
- Construction and building techniques

Assessment

- Design drawings and plans
- Skills in building and construction

Employability and Enterprise Skills

- Problem-solving
- Critical thinking
- Digital literacy

Hands-on Learning

Subject Overview

As Cornish College changes and grows, there is a need for new active play areas for student use as well as developing existing areas. We have the need and we have the space, so let's get building! This Super Study will give students the opportunity to 'get their hands dirty', and in the process, foster student ownership of our amazing College property. On top of the experience of the actual construction, students will be immersed into what it feels like to work in a real world 'onsite construction' team found regularly in the building industry. Develop your building and design skills in an authentic building and construction environment. Great for your future CV.

Unit Provocation

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

Successful teams require a common and united focus to realise individual and group goals.

Conceptual Lens

- Design
- Creativity
- Problem-solving

Sustainability

This Super Study considers learning in relation to urban/technological and personal sustainability.

An Inquiry Into

- Safety considerations around children's playgrounds

Learning Focus

- Working cooperatively and constructively in teams
- Safe and effective design and construction

Assessment

- Safety considerations for playgrounds
- Working effectively as a team
- Building and construction skills

Employability and Enterprise Skills

- Problem-solving
- Teamwork
- Communication skills
- Persistence and initiative

Pallet Nick-Knack's

Subject Overview

Using old wooden shipping pallets, students will have the opportunity to design and make their own small creation - a 'nick-knack' shelf. At the start of the unit, students will break down recovered pallets into useable materials to assess the timber available. They will design their ideas 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

We can reduce waste by creating alternative functions for goods.

Conceptual Lens

- 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 burnt, 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 and building techniques

Assessment

- Design drawings and plans
- Skills in building and construction

Employability and Enterprise Skills

- Problem-solving
- Critical thinking
- Digital literacy

Shining Lights

Subject Overview

In our busy world, lighting is an integral part of our lives, be it lighting for a desk, a coffee table, or a bed-side lamp. Students will be given a problem to solve. That is, to create a 12 volt LED light for a situation of their choosing. Within some design constraints, students will use the Engineering Design Process to design, construct and evaluate a lighting solution of their own design.

Unit Provocation

Lights should be effective and well designed to suit different situations.

Conceptual Lens

- Design
- Creativity
- Problem-solving

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- Building and construction techniques
- Engineering Design Process

Learning Focus

- Designing within constraints
- Construction and building techniques

Assessment

- Design drawings and plans
- Skills in building and construction

Employability and Enterprise Skills

- Problem-solving
- Critical thinking
- Digital literacy

Solar Boats

Subject Overview

Do you like boats? Do you 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? Would you like to compete against others doing the same? Students will explore all the aspects of designing and building a solar powered boat, to make it as efficient as possible. 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 Lens

- Design and development
- Energy
- Problem-solving

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- Boat hull design or effectiveness of solar as a power source

Learning Focus

- Understanding solar technology
- Understanding efficient boat hull design

Assessment

- Investigation – Boat hull design or effectiveness of solar as a power source
- Skills in building and construction

Employability and Enterprise Skills

- Problem-solving
- Critical thinking
- Digital literacy

Wildlife Homes

Subject Overview

Cornish College has a growing population of ever-important bees and with this comes a need for new accommodation. Students will construct multiple beehives for use in the Cornish EcoCentre. As much as possible, reclaimed wood from old shipping pallets will be used. Develop transferable skills to be able to construct your own bee hive at home and make a difference for a sustainable future.

Unit Provocation

Ecosystems require a diverse range of species present to be able to thrive.

Conceptual Lens

- Sustainability
- Ecosystems

Sustainability

This Super Study considers learning in relation to urban/technological and natural sustainability.

An Inquiry Into

- Characteristics of effective design for native species

Learning Focus

- Skills in building and construction
- Working within design constraints

Assessment

- Investigation into appropriate design
- Building and construction techniques

Employability and Enterprise Skills

- Problem-solving

Wired for Sound

Subject Overview

Music is a very important part of our lives and many find it hard to think without it playing in the background. Students will construct a small Bluetooth amplifier which will include a small electronic circuit and a couple of speakers, all housed in their own individually designed and built enclosure. It will be able to link with their phone or MP3 player to amplify their favourite tunes.

Unit Provocation

Music and technology are inseparable.

Conceptual Lens

- Design
- Creativity
- Problem-solving

Sustainability

This Super Study considers learning in relation to urban/technological and personal sustainability.

An Inquiry Into

- Efficient and effective speaker box design
- How a loudspeaker works

Learning Focus

- Skills in building and construction
- Working with design constraints

Assessment

- Skills in building and construction
- Understanding effective speaker design
- How a loudspeaker works

Employability and Enterprise Skills

- Problem-solving
- Creativity

Economics and Enterprise



Economics - Life in the Fast Lane

Subject Overview

Jobs, mortgages, bills, income tax, superannuation, redundancy, financial gain, financial loss, kids, holidays, cars - life is hectic! This subject introduces students to some essential financial literacy through an immersive approach into 'life in the fast lane'. By investigating different scenarios in a young person's and an adult's life, students will discover the lifelong skills and knowledge needed to make informed decisions around work, budgeting and financial independence and security.

Unit Provocation

Empowered individuals can create financially sustainable futures.

Conceptual Lens

- Responsibility – understand your role as a consumer and income earner
- Risk and reward – how young people manage financial risks and rewards
- Empowerment – understand what allies you can access to empower you for future financial independence

Sustainability

This Super Study considers learning in relation to personal, social-cultural, natural and urban/technological sustainability.

An Inquiry Into

- The world of work, income, taxes, mortgages and budgeting
- Balancing activities for a sustainable lifestyle
- Financial risks, rewards and decision making

Learning Focus

This Super Study helps and encourages students to:

- Imagine the life of an emerging adult and accompanying financial responsibilities
- Work in teams to demonstrate entrepreneurial skills and to draw on strengths
- Experience the realities of managing a budget with unexpected windfalls and challenges
- Determine their allies for assistance in managing life challenges
- Draw on effective financial decision making strategies to achieve a desired outcome

Assessment

Students will be assessed on their investigation and application of knowledge and learning in different scenarios. Students are assessed on their contributions to group and independent 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
- Communication
- Teamwork

Enterprise - \$20 Boss

Subject Overview

What can you do with a \$20 start-up fund? This subject challenges students to create business ventures using a \$20 start-up fund provided by the school. The subject draws on the resources from the acclaimed \$20 Boss program developed by the Foundation for Young Australians.

Students learn about the attributes required for entrepreneurial success and explore the types of thinking that make up the creative mind. With their \$20 start-up fund, students present a business proposal and, if successful, set about implementing their business. The business must pass an ethics test and fit clearly within the Cornish College Rings of Sustainability. Whilst the subject only runs for one term, students are encouraged to pursue their business beyond the length of the course. All students are required to repay their \$20 + \$1 interest at the end of the term.

Unit Provocation

An entrepreneurial mindset can make a difference for a sustainable future.

Conceptual Lens

- Creativity – explore the key role of creativity in entrepreneurship
- Design – understand the importance of design-thinking for service and product development
- Empowerment – understand what allies and attitudes you can develop and access to empower you for an entrepreneurial future

Sustainability

This Super Study considers learning in relation to personal, social-cultural, natural and urban/technological sustainability.

An Inquiry Into

- The world of work, income, taxes, mortgages and budgeting
- Balancing activities for a sustainable lifestyle
- Financial risks, rewards and decision making

Learning Focus

This Super Study helps and encourages students to:

- Work in teams and independently to demonstrate entrepreneurial skills and to draw on strengths
- Develop a systems-thinking approach to design and planning and understand the nature of unintended consequences when strategy is not applied
- Consider the development of long-term, sustainable business models over ‘quick fix schemes’

Assessment

Students will be assessed on their understanding and application of the design thinking process. They will also be assessed on their business plans, presentations and evaluation of their business proposal/implementation.

Employability and Enterprise Skills

- Financial literacy
- Problem-solving
- Creativity
- Communication
- Teamwork

Enterprise - Golf Beginners Program

Subject Overview

Have you always dreamt of playing golf? Watched the pros and wished you could join in?

Begin your own golf journey and develop golf skills through fun and games. Fast track your personal development from a golf novice. Improve your knowledge and skills with a leadership focus on the five effective traits of a leader.

Unit Provocation

Leadership can be earned and learned.

Conceptual Lens

- Challenges you to acquire new physical and mental skills
- Reflecting and building on leadership talents and skills
- Leadership

Sustainability

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

An Inquiry Into

- Personal challenge to try something new
- Leadership traits and how they are useful for new challenges

Learning Focus

- Students will identify their existing skills and begin to grow in new areas
- Focus on physical movement of a golf swing
- Teamwork and how a supportive group enhances performance
- Leadership in new environments

Assessment

- Completion of a swing analysis journal
- Leadership summary and presentation to the group
- Weekly participation and attitude
- Reflection journals from class discussions

Employability and Enterprise Skills

- Teamwork and cooperation
- Leadership
- Flexibility
- Growth mindset
- Problem-solving
- Time management

Enterprise - High Performance Golf

Subject Overview

Are you a current golfer looking for an edge? Build on your existing intermediate-to-high golf skills on your journey to become more like an elite golfer. Fast track your development to expert in knowledge and skill with a leadership focus on the five effective traits of a leader in the professional athlete sector.

Unit Provocation

Anyone can learn to go from good to great.

Conceptual Lens

- Reflecting upon current skills and challenging further development
- Reflecting and building on leadership talents and skills

Sustainability

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

An Inquiry Into

- Personal abilities in golf
- Leadership in high performance golf
- Challenging each individual's golf game

Learning Focus

- Students will identify their existing skills and begin to grow in new areas
- Focus on the anatomy and physics of golf
- Teamwork and cooperation
- Leadership

Assessment

- Completion of a skill development journal
- Weekly participation and attitude
- Reflection journals from class discussions and presentations
- Leadership summary and presentation on a sport professional leader of choice

Employability and Enterprise Skills

- Teamwork and cooperation
- Leadership
- Flexibility
- Growth mindset
- Problem-solving
- Time management

Enterprise - Mini Golf Community Leadership

Subject Overview

Are you creative? Hands on? A natural leader? Do you enjoy working with young kids? Are you into building or engineering? Would you enjoy working with a team, using your creativity and/or mathematics talents to develop a mini golf course with recycled pallets and build a large mini golf hole? Then use your leadership skills to support and encourage primary students when they visit.

This subject works toward the design construction of a mini golf hole through analysis of existing courses and golf physiology. Students build their understanding of leaders through examining leaders in our community and challenge themselves to lead primary students through their mini golf courses. The students will develop warm up games for the primary students and fine-tune their speaking skills through creating and running sessions.

Unit Provocation

Sometimes we need to start small and think big.

Conceptual Lens

- Structure
- Creativity
- Leadership

Sustainability

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

An Inquiry Into

- Personal role in the community
- Leadership in the community
- Upcycling into purposeful items

Learning Focus

- Students will identify their existing skills and begin to grow in new areas
- Focus on mathematics, physics and creativity through design and building
- Hands on fine motor manipulation
- Teamwork and cooperation
- Leadership

Assessment

- Completion of a mini golf hole structure and presentation to the primary students
- Weekly participation and attitude
- Reflection journals from class discussions and presentations
- Leadership summary on a community leader of choice

Employability and Enterprise Skills

- Teamwork and cooperation
- Leadership
- Flexibility
- Growth mindset
- Problem-solving
- Time management

Enterprise - Ninja Fitness and Mindset

Subject Overview

Our weekly session includes analysis and exploration of the human body during movement, linking it back into golf/soccer/football/tennis/baseball/hockey, followed by guided exercises and challenges to enhance the students' performance in their sport. Each student selects a sport or physical challenge to focus on. Students extend their knowledge by focusing on a leader in a sport they are interested in and examining their leadership qualities.

Unit Provocation

Fitness of the body connects to fitness of the mind.

Conceptual Lens

- Self-reflection
- Personal improvement and challenge

Sustainability

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

An Inquiry Into

- Personal role in fitness
- Leadership in fitness/sport
- The anatomy and physiology of fitness

Learning Focus

- Students will identify their existing skills and begin to grow in new areas
- Focus on anatomy, mathematics, physics and analysis of strength, endurance and flexibility
- Teamwork and cooperation
- Leadership

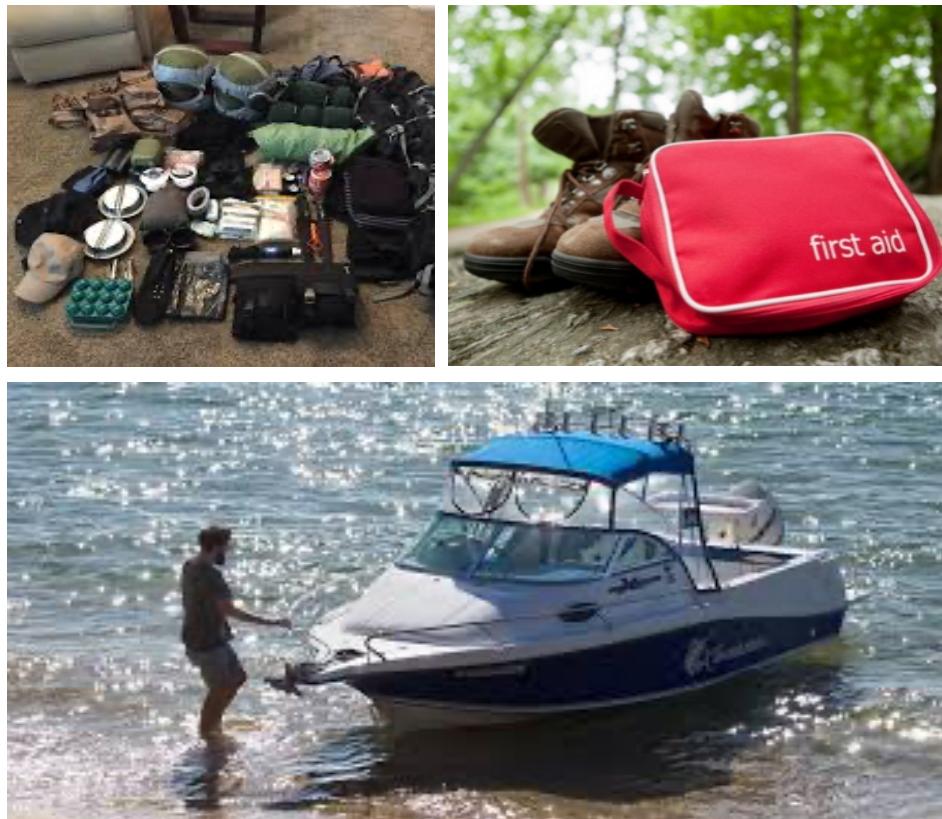
Assessment

- Completion of a fitness program and personal analysis
- Leadership summary and presentation to the group
- Weekly participation and attitude
- Reflection journals from class discussions

Employability and Enterprise Skills

- Teamwork and cooperation
- Leadership
- Flexibility
- Growth mindset
- Problem-solving
- Time management

Environment



Bronzed Aussie

Subject Overview

Students will undertake a Life Saving Course called the Community Bronze Medallion. Partnering with Bonbeach Surf Life Saving Club, this practical course will give students the opportunity to attain an employable, specialised skill in water safety and rescue. The course offers personal survival skills, while providing the knowledge and skills to develop the level of judgement, technique and physical ability required to safely carry out water rescue. Recognised nationally by schools and camps as a key certificate to have, the Community Bronze Medallion will give students leadership skills and confidence around the water.

Unit Provocation

Welcome to Port Phillip Baywatch.

Conceptual Lens

- Risk
- Culture
- Leadership
- Community
- Volunteerism

Sustainability

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

An Inquiry Into

- Surf Life Saving in Australia – a physical and theoretical application into the largest volunteer movement of its kind in the world
- Students will also discover their personal capability in and around water

Learning Focus

- Water safety
- Hazard identification
- Drowning identification and rescue techniques
- Signals, radio communications
- Basic first aid

Assessment

- Online learning modules
- Run, swim, run
- Board and tube rescue
- CPR and resuscitation
- First aid, including spinal injury management

Employability and Enterprise Skills

- Group management
- Teamwork
- Communication
- Dynamic risk assessment
- Incident management
- Leadership

First Responders

Subject Overview

First aid training as it should be. Like a Wilderness First Aid course, this unit will offer real-life outdoor scenarios, injury types and how to manage them. Upon successful completion, students will attain a nationally recognised *HLTAID003 Provide First Aid* certificate.

Unit Provocation

Not all heroes wear capes.

Conceptual Lens

- Risk
- Response and responsibility
- Leadership
- Community

Sustainability

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

An Inquiry Into

- Workplace (school) health and safety

Learning Focus

- DRSABCD Action Plan and conducting a primary survey, including:
 - Placing casualty in recovery position
 - Completing CPR on adult, child and infant manikins
 - Operating a trainer automated external defibrillator (AED) machine to administer defibrillation.
- Notifying emergency services and incident reports
- Asthma signs and symptoms and administering asthma medications
- Breaks, sprains and bandaging
- Epilepsy

Assessment

- Online learning modules
- CPR and defibrillation
- Administer compression bandages
- Administer anaphylaxis medication

Employability and Enterprise Skills

- Injury management
- Teamwork
- Communication
- Dynamic risk assessments
- Leadership
- Occupational Health and Safety

Sustainable Trip Planning

Subject Overview

Students will learn what it takes to run a successful trip as an outdoor guide/teacher/adventurer. By working in small teams, they will plan an overnight hike, and decide as a group on the appropriate destination. Then, weather pending - experience their trip. An adventure planned by the students, facilitated by the teacher, the students will workshop concepts such as safety and risk, equipment, nutrition, transport, cost, entertainment etc. Students take ownership of their outdoor learning and future experiences. Why is it important to be sustainable?

Unit Provocation

Take only memories, leave only footprints, kill only time.

Conceptual Lens

- Challenge
- Risk
- Management
- Leadership

Sustainability

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

An Inquiry Into

- What it takes to plan a personal and group tour
- The where, what, how, when and, more importantly, why we choose to go somewhere for an outdoor experience

Learning Focus

- Motivation for outdoor experiences
- Minimal impact strategies, codes of conduct
- Route planning
- Risk assessment and safety requirements
- Group games

Assessment

- Camp booklet
- Practical game on overnight hike
- Reflective journal

Employability and Enterprise Skills

- Planning/time management
- Organisation
- Teamwork
- Risk assessments
- Leadership
- Group management
- Problem-solving

Water Babies

Subject Overview

Students will learn about oceanography, marine navigation and interpreting weather maps. Students have the opportunity to attain a boat licence and the confidence to be safe in and around the water. This subject will involve marine based excursions and students are expected to arrive prepared for each activity.

Unit Provocation

“A ship in port is safe, but that’s not what ships are built for.”

Conceptual Lens

- Challenge
- Risk
- Management
- Leadership

Sustainability

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

An Inquiry Into

- Safe recreation in, on and around water

Learning Focus

- Recreational craft and power boating safety
- Marine navigation, sanctuaries/environment
- Reading weather maps
- Emergency protocol
- Licensing and regulation (laws)

Assessment

- Online learning modules
- Practical assessments

Employability and Enterprise Skills

- Planning/time management
- Organisation
- Teamwork
- Risk assessments
- Leadership
- Group management
- Problem-solving

Food Technology



Be a Barista

Subject Overview

Learn to be a barista and work in the student-run café. Students learn to operate a coffee machine and grinder, prepare different types of coffee, develop an appreciation for operating a small business and prepare café-style foods.

Unit Provocation

The smell of freshly-made coffee is one of the world's greatest inventions.

Conceptual Lens

- Communication
- Responsibility
- Culture

Sustainability

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

An Inquiry Into

- Coffee appreciation
- Operating a student-run cafe

Learning Focus

- 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

- Production
- Teamwork

Employability and Enterprise Skills

- People skills
- Communication skills
- Analytical skills
- Teamwork
- Problem-solving
- Prioritising tasks
- Time management
- Multi-tasking
- Customer service

Food Innovations

Subject Overview

In this subject, students will investigate how technology is impacting future food innovations. Students will research current food trends and design healthy and nutritious recipes using new food preparation techniques and conduct sensory evaluations to improve the taste, texture and appearance of a final end product.

Unit Provocation

Food for the future is changing, how will we eat and grow our food?

Conceptual Lens

- Food trends and patterns
- Fairtrade
- Superfoods
- Food manufacturing

Sustainability

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

An Inquiry Into

- Plant and protein based foods
- Indigenous Foods

Learning Focus

This Super Study helps and encourages students to:

- Develop and apply a range of safe and hygienic work practices and food preparation techniques
- Research current food innovations
- Modify recipes to meet food demands
- Conduct sensory evaluation tasks
- Research the benefits of organic food, seaweed, indigenous ingredients and superfoods

Assessment

- Design brief
- Production work

Employability and Enterprise Skills

- Creativity
- Designing
- Investigating
- Researching
- Problem-solving skills

Gifts from the Kitchen

Subject Overview

In this subject, students will learn how to prepare edible home -made gifts in the kitchen. The students will design creative packaging and food labels and learn how to make jams, chutneys, sauces, chocolate treats and other creative gift ideas to present to family and friends

Unit Provocation

The creative ways to present a homemade edible gift from the kitchen using environmentally friendly packaging

Conceptual Lens

- Creativity
- Production
- Presenting

Sustainability

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

An Inquiry Into

- Designing and presenting an edible gift Hamper for a special occasion

Learning Focus

This Super Study helps and encourages students to:

- Produce a wide range of edible gift ideas to make in the kitchen
- Develop and apply a range of safe and hygienic work practices and food preparation techniques
- Create and design suitable packaging and food labels
- Prepare homemade gifts and compare commercial products
- Analyse and compare commercial brands
- Preservation gift ideas

Assessment

- Design brief
- Production work

Employability and Enterprise Skills

- Teamwork
- Problem-solving
- Food safety
- Presentation skills
- Analytical skills
- Creativity

Global Eats

Subject Overview

In this subject students will develop their knowledge of foods eaten in other cultures and around the globe, whilst broadening their food preparation skills. This subject will focus on food from countries such as Mexico, Greece, India, China, Vietnam and Australia.

Unit Provocation

Australia's developing food style reflects and is influenced by its diverse and multicultural population.

Conceptual Lens

- Design
- Problem-solving
- Creativity
- Culture

Sustainability

This Super Study considers learning in relation to personal and socio-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 Super 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
- Production and evaluation work

Employability and Enterprise Skills

- Teamwork
- Problem-solving
- Time management
- Food safety
- Multi-tasking
- Presentation skills
- Analytical skills

Just Desserts

Subject Overview

Do you have a sweet tooth? Do you enjoy creating, trying and making desserts? Then this is the unit for you. A hands-on subject. Learn new skills and how to present and garnish desserts to make them look visually appealing.

Unit Provocation

The best things in life are sweet.

Conceptual Lens

- Design
- Creativity
- Problem-solving

Sustainability

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

An Inquiry Into

- Dessert production
- Sweet ingredients

Learning Focus

This Super 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

Employability and Enterprise Skills

- People skills
- Analytical skills
- Teamwork
- Problem-solving
- Prioritising tasks
- Time management
- Multi-tasking

Summer Café

Subject Overview

Develop an appreciation for running a small business. A student run café with a summer flavour. Do you like being part of a team while learning new skills with food and drinks? Do you like practical classes? Our new summer menu will include smoothies, juices, milk shakes, iced coffees, frappés, health balls, fruit breads, etc. Be part of this new offering.

Unit Provocation

You can put nearly any food into a smoothie.

Conceptual Lens

- Process
- Creativity
- Communication

Sustainability

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

An Inquiry Into

- Creating
- Operating a student-run cafe

Learning Focus

This Super 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???

Employability and Enterprise Skills

- People skills
- Communication skills
- Analytical skills
- Teamwork
- Problem-solving
- Presentation tasks
- Prioritising tasks
- Time management
- Multi-tasking

Sweet Baked Creations

Subject Overview

In this unit students will design and produce a range of sweet baked creations. Students will have the opportunity to work with chocolate, various icings and decorations, learn about decorating baked goods and get their ‘creative juices’ flowing.

Unit Provocation

We express ourselves through the creations we make.

Conceptual Lens

- Process
- Design
- Production
- Creativity

Sustainability

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

An Inquiry Into

- Producing a baked product
- Decorating and garnishing the baked product

Learning Focus

This Super 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

Employability and Enterprise Skills

- Teamwork
- Problem-solving
- Time management
- Food safety
- Multi-tasking
- Design and presentation skills
- Analytical skills

World of Foods

Subject Overview

An exploration into international cuisines and their impact on Australia's evolving food style. Students develop their knowledge of foods eaten in other cultures around the globe whilst broadening their food preparation skills. This unit will have a focus on Italian, Turkish, Spanish, French, Thai and Japanese cuisines.

Unit Provocation

Australia's developing food style reflects and is influenced by its diverse and multicultural population.

Conceptual Lens

- Design
- Creativity
- Culture

Sustainability

This Super Study considers learning in relation to personal and socio-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 Super 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
- Production and evaluation work

Employability and Enterprise Skills

- Teamwork
- Problem-solving
- Time management
- Food safety
- Multi-tasking
- Presentation skills
- Analytical skills

ICT

(Information & Communication Technology)



Fighting Off Hackers

Subject Overview

Students will investigate the role of hardware and software in managing, controlling and securing the movement of, and access to, data in networked digital systems. Students will learn the relationship between hardware, applications and system software, and compare the similarities and differences of two common operating systems based on characteristics such as protection, control, processing and storage. Students will be able to explain the notation of Cyber Security with the understanding of encryption as a means of protecting data eg secret keys and 'exclusive or' and hashing algorithms to digitally sign data to DNA encryption.

Unit Provocation

To protect the system, we need to understand the system.

Conceptual Lens

- Responsibility
- Self-awareness
- Technology
- Socio-cultural

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- What sort of security is available
- How to develop a backup system
- How to protect your information in an application like Excel
- How to use Excel more effectively
- Designing macros

Learning Focus

- Encourages students to achieve technological advancement, sustainable practices and outcomes

Assessment

- Demonstrate the ability to work together to achieve a team goal
- To develop an understanding of the problem-solving methodology
- Research, present and evaluate appropriate tasks
- Participate willingly in a wide range of experiences

Employability and Enterprise Skills

- Teamwork
- Critical thinking
- Communication skills
- Problem-solving
- Technology skills

Hard Core Programming

Subject Overview

Students will construct a series of programs using the programming language (Python) and will learn the value of algorithms through the Sydney University GROK competition. They will learn the basics through more logical concrete knowledge and development of the problem-solving methodology. Students experience the role of using planning tools to develop code and they will enhance their mathematics and use of problem-solving strategies.

Unit Provocation

- What logic does programming take?
- Why are programs so useful?
- What do we store in variables?
- How do loops work?

Conceptual Lens

- Responsibility
- Self-awareness
- Technology

Sustainability

This Super Study considers learning in relation to personal and urban/technological.

An Inquiry Into

- The benefits of logical thinking in game designing
- How to use storyboards in the design process
- How to program in Python

Learning Focus

- Encourages students to achieve technological advancement, sustainable practices and outcomes
- Introduction to logic statements within producing solutions to programming tasks

Assessment

- Demonstrate the ability to work together to achieve a team goal
- Develop an understanding of the problem-solving methodology
- Research, present and evaluate appropriate tasks
- Participate willingly in a wide range of experiences

Employability and Enterprise Skills

- Teamwork
- Critical thinking
- Communication skills
- Problem-solving
- Technology skills

The Good, Bad and the Ugly

Subject Overview

Create a website using PHP or HTML programming language. Students are required to identify a problem here at Cornish College and then create a sustainable solution and an informative website to help make positive change. Skills focused on include analysing and applying website design principles, ease of navigation, intuitive design and colour theory. Learn how to make and comprehensively test websites for ease of use, functionality and design and how to attract the target audience and maintain existing customer relationships through digital marketing.

Unit Provocation

To develop an effective website, you first need to understand your audience.

Conceptual Lens

- Responsibility
- Self-awareness
- Technological
- Socio-Cultural

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- The benefits of a website on a business
- What a Gantt chart is used for?
- What is HTML language?
- How do we link pages together to make a website?

Learning Focus

- Encourages students to achieve technological advancement, sustainable practices and outcomes

Assessment

- Demonstrate the ability to work together to achieve a team goal
- Develop an understanding of the problem-solving methodology
- Research, present and evaluate appropriate tasks
- Participate willingly in a wide range of experiences

Employability and Enterprise Skills

- Teamwork
- Critical thinking
- Communication skills
- Problem-solving
- Technology skills

The Next Generation

Subject Overview

Investigation of technologies in a growth area. Utilising technical innovation enables the development of solutions to improve the quality of life for tomorrow's world. Students use their research in the information communications technology area to design a piece of technology. By acquiring data from a range of sources and evaluating their authenticity, accuracy and timeliness, students will develop solutions with existing information systems in mind to meet the needs of a target audience. These solutions should be innovative and take into account future risks and sustainability of the environment.

Unit Provocation

Data is essential to the development of technology-based solutions.

Conceptual Lens

- Responsibility
- Self-awareness
- Technological
- Socio-Cultural

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- What sort of technology can help the environment/society?
- How to develop a structured plan from feedback/data gathered through different media
- AI for good competition

Learning Focus

- Encourages students to achieve technological advancement, sustainable practices and outcomes in the use of artificial intelligence

Assessment

- Demonstrate the ability to work together to achieve a team goal
- To develop an understanding of the problem-solving methodology
- Research, present and evaluate appropriate tasks
- Participate willingly in a wide range of experiences

Employability and Enterprise Skills

- Teamwork
- Critical thinking
- Communication skills
- Problem-solving
- Technology skills

Performing Arts: Dance and Drama



Dance - Dance Collision

Subject Overview

Choreograph your own dance from scratch. Develop your design, communication, teamwork, creative and physical skills by choreographing a dance, in groups, set to a piece of music composed by fellow music technology students. Students will work closely with music students to create a piece for performance. Collectively, you will decide the meaning behind your collaboration, the dance and music style and production elements such as costume, lighting, props etc. Teachers will facilitate the process, give feedback and guide you along the way, but the project will be yours to own and present for an audience. No experience necessary.

Unit Provocation

When art forms combine, powerful and dynamic artistic communication is possible.

Conceptual Lens

- Expression
- Composition
- Design
- Choices

Sustainability

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

- Fostering good mental and physical health
- Working with others towards a common goal
- Developing an understanding of different cultural music and dance styles

An Inquiry Into

- Working both as an individual and ensemble to create collaboratively
- The powerful relationship between musician and dancer
- Communicating through different media and from different perspectives

Learning Focus

- Developing an understanding of choreography, design and composition
- Introduction to fundamentals of music composition and structure
- Creating a relationship between music and dance disciplines
- Developing physical skills
- Develop problem-solving and social skills in group situations
- Take risks with ideas and design briefs as part of a team in working towards a common goal

Assessment

- Final product performance of the choreography and music compositions
- Reflections on the process and final product
- Productivity, teamwork and communication skills during the process

Employability and Enterprise Skills

- Communication
- Teamwork
- Presentation skills
- Creativity
- Problem-solving

Dance - Take Off

Subject Overview

A combination of athleticism, flow and expression

Think Parkour meets Circus meets ‘So You Think You Can Dance’! Strengthen your physicality by learning more demanding moves such as jumps, turns, cartwheels, floor work, lifts, contact etc. With the goal to develop strength, control and coordination, students will combine body conditioning exercises and learn about health, fitness and nutrition. Working together, we will create and perform an artistic movement piece. You will also get the chance to develop your design and creativity skills by contributing to the choreography by creating and developing material for the piece. The work can be open to include a fusion of different styles and students’ own personal styles and movement vocabularies – we can tailor it to the strengths of the class.

Unit Provocation

The human body is capable of amazing physical deeds.

Conceptual Lens

- Expression
- Technique
- Performance
- Composition

Sustainability

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

- Developing skills and understanding about how to lead a healthy lifestyle
- Fostering good mental and physical health
- Working with others towards a common goal

An Inquiry Into

- How to maintain and develop a healthy, strong body to challenge your body physically and expressively
- Working both as an individual and ensemble to create collaboratively

Learning Focus

- Developing an understanding of technique and safe movement practices
- Develop physical skills
- Understand the fundamentals of a healthy lifestyle
- Work collaboratively with others in an ensemble performance
- 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

- Final performance summative task
- Health, fitness and nutrition task
- Contributions to rehearsal and performance processes
- Self and peer reflections

Employability and Enterprise Skills

- Problem-solving
- Communication
- Critical thinking
- Teamwork
- Creativity

Dance - World of Dance

Subject Overview

Explore different worlds through music and dance. Experience dance styles from around the globe, throughout time. We will try a range of styles such as Hip-Hop, Swing, Commercial Jazz, African, Bollywood, Capoeira, Rock and Roll, Salsa, Jazz, or Musical Theatre etc. You will develop physical and creative skills by learning sequences and how to choreograph sections of the dance in the chosen style. You will also learn from the best, watching professional dance to understand the stylistic features of each dance and, in addition, identifying how dance has evolved over time and how historical and social impacts have shaped them.

Unit Provocation

Dance is a universal language.

Conceptual Lens

- Analysis
- Culture
- Technique
- Expression
- Change

Sustainability

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

- Fostering good mental and physical health
- Working with others towards a common goal
- Developing an understanding of a variety of historical and cultural dance styles

An Inquiry Into

- How cultures around the world view and practice dance
- How to adapt to different styles technically and expressively

Learning Focus

- Similarities and differences of a range of different cultural dance styles
- History of dance around the world and throughout time
- Performance skills; expressive and technical
- Composition skills

Assessment

- Final performances
- Written appreciation tasks on professional work
- Compositional tasks
- Contributions to rehearsal and performance processes
- Self and peer reflections

Employability and Enterprise Skills

- Teamwork
- Presentation skills
- Communication
- Critical thinking
- Creativity
- Problem-solving

Drama - Designing Fear

Subject Overview

In this unit, students will be introduced to and will investigate elements of theatrical design (acting, makeup, set, and sound,) to explore the dark world of Gothic and Horror Theatre. They will also engineer chilling soundscapes, learn grotesque special effects makeup and design costumes and sets that will support actors to have audiences sitting on the edge of their seats and even running from the theatre.

Unit Provocation

Theatre makers make choices that shape how an audience receives, responds to and understands a performance.

Elements of cohesion and variation can create a specific mood when used in combination.

Conceptual Lens

- Cohesion
- Variation
- Mood

Sustainability

This Super Study considers learning in relation to personal, urban/technological and socio-cultural sustainability.

An Inquiry Into

- The production roles of set, direction, acting, makeup, and sound
- Scripting and devising techniques
- Investigating theatre styles such as Gothic, Horror and Australian Gothic
- Working both as an individual and ensemble to create collaboratively
- Creating performances that generate suspense and fear for the audiences

Learning Focus

This Super Study helps and encourages students to:

- Develop and practice acting skills
- Plan, structure and rehearse Drama
- Develop and practice production roles of set, direction, acting, makeup, and sound in relation to the horror genre
- Watch and evaluate professional performance to improve their own practice

Assessment

- Presentation and performances
- Workshops
- Research
- Personal reflections
- Technical skills
- Enterprise skills

Employability and Enterprise Skills

- Problem-solving
- Communication
- Critical thinking
- Creativity
- Teamwork
- Presentation skills

Drama - Influencing the Audience

Subject Overview

What if doom and gloom was not the only thing to come out of a global issue? What if it was an opportunity to create change? A chance to look at what we have, what currently exists and decide what we want to keep and what we can let go of. A reset.

This unit is all about gaining an understanding into what it is you value and what is worth making a statement about. It's about how activist artists make theatre to give audiences perspective on things that matter and in turn encourages them to think about their own values. It's about how theatre can have the power to create change.

You will critically look at a range of activist art in order to develop your own unique form of activist theatre utilising a number of theatre styles and dramatic elements.

You will explore theatre devising techniques and how important it is to present a range of perspectives for your audience in order to generate change.

Unit Provocation

In order to strengthen actor-audience relationships, actors can make choices based on societal values of the audience.

A persuasive actor employs artistic intention to inspire an audience teaching them to think or consider other people's perspectives.

Conceptual Lens

- Intention
- Persuasion

Sustainability

This Super Study considers learning in relation to personal, urban/technological and socio-cultural sustainability.

An Inquiry Into

- The investigation of theatre styles such as Epic, Verbatim, and Magical Realism

Learning Focus

This Super Study helps and encourages students to:

- Develop an understanding and appreciation for different forms of art and how they can influence their audience
- 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 play scripts

Assessment

- Presentation and performances
- Workshops
- Research
- Personal reflections
- Technical skills
- Enterprise skills

Employability and Enterprise Skills

- Problem-solving
- Communications
- Critical thinking
- Creativity
- Teamwork
- Presentation skills

Drama - That's Hilarious!

Subject Overview

Ever wondered why some things are funny and others aren't? A side-splitting unit about all forms of comedy. Slapstick, Dark, Stand-up, Improvisation, Sketch, Talk show comedy. Stage and screen. Research it. Play with it. Try it. Watch others do it. Decide whether you like it. Above all, you'll giggle your way through this unit.

Unit Provocation

Manipulating theatre composition elements of cohesion, rhythm, emphasis, motion, contrast and variation with others strengthens performance quality. Comedy requires structure and specific devices for it to be effective. Physical and verbal language can connect people for a successful relationship.

Conceptual Lens

- Pattern
- Form

Sustainability

This Super Study considers learning in relation to personal, urban/technological and socio-cultural sustainability.

An Inquiry Into

- Identifying personal preferences for comedic styles and reasons why
- Various comedic performance styles
- The powerful relationship between actor and audience and its purpose
- Constructing effective comedy
- Elements of theatre composition and how they can be used in conjunction with each other
- Ethical considerations in comedy

Learning Focus

This Super Study helps and encourages students to:

- Acquire and hone skills in devising and scripting techniques
- Working both as an individual and ensemble to create collaboratively
- Understand how context, current and historical political and social climates can influence comedy
- Develop and understanding and appreciation for different forms of comedy
- Investigate which skills and comedic functions influence specific styles
- Make choices in performance to suit audiences and purposes
- Develop problem-solving and social skills in group situations
- Take risks with ideas individually and as part of a team in working towards a common goal

Assessment

- Presentation and performances
- Workshops
- Research
- Personal reflections
- Technical skills
- Enterprise skills

Employability and Enterprise Skills

- Problem-solving
- Communication
- Teamwork
- Critical thinking
- Creativity

Drama - Theatre Production

Subject Overview

This unit will focus on performing and staging a theatrical production which is produced from an existing 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 design (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 Lens

- Meaning
- Function
- Choices
- Production

Sustainability

This Super 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
- The powerful relationship between actor and audience and its purpose
- Different ways to interpret text or script

Learning Focus

- 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
- Make choices in performance to suit audiences and purposes
- Develop problem-solving and social skills in group situations
- Take risks with ideas and design briefs as part of a team in working towards a common goal

Assessment

- Performances
- Presentations
- Personal reflections

Employability and Enterprise Skills

- Teamwork
- Presentation skills
- Communication
- Critical thinking
- Creativity
- Problem-solving

Drama - The Creatives

Subject Overview

Designing Lighting, Costumes and Props for the Secondary Production

Ever wanted to be a techie in a show? Love designing and making things? Ever wondered what happens behind the scenes of your favourite show? Then this unit is perfect for you! It's a practical, creative and collaborative unit. Firstly investigating the skills of backstage design areas you will then be part of the team that makes design choices and works to produce the costume, lighting and props that will be used in Cornish College's annual Secondary School Production. You will also collaborate with other creatives in the elective 'Creatives - Music' from time to time to help ensure a cohesive performance.

Note - Students undertaking this unit do not have to be a part of the rehearsal process for the Secondary Production (however you are more than welcome!). This is a technical unit for design, acting will not be an aspect of the course.

Unit Provocation

A work of theatre requires clear intentions and collaboration from all aspects of design to present a clear interpretation of a script to an audience

Conceptual Lens

- Collaboration
- Interpretation

Sustainability

This Super Study considers learning in relation to personal, urban/technological and socio-cultural sustainability.

An Inquiry Into

- Script interpretation techniques
- Investigating theatre styles in the script
- Research and dramaturgy
- Working both as an individual and collaboratively to create performance
- Lighting, costume and properties skills and implementation

Learning Focus

- Develop and practice skills in lighting, costume and properties
- Devise and create an interpretation for a real production
- Working as part of a production team

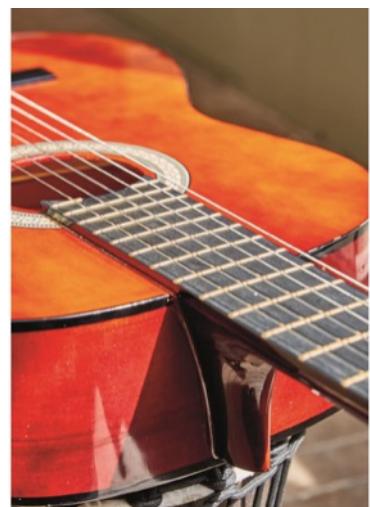
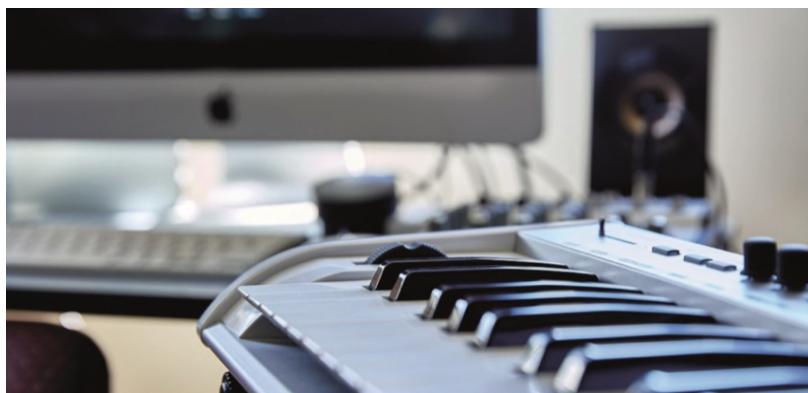
Assessment

- Workshops
- Research, Pitches and presentations
- Personal reflections
- Technical skills and application

Employability and Enterprise Skills

- Teamwork
- Communications
- Critical thinking
- Creativity
- Problem-solving
- Presentation skills

Performing Arts: Music



Music - A World of Music

Subject Overview

Do you realise the impact that music from all parts of the globe has and continues to have on the music that you listen to? Come travel the world of music, experiencing and performing the music of various cultures. What is common and what is unique? What role does music play in different parts of the world?

Unit Provocation

The music we commonly listen to and perform has a rich global story behind it.

Conceptual Lens

- Culture
- Connection
- Expression
- Appreciation

Sustainability

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

An Inquiry Into

- Music from other countries
- The role and function of music in cultures around the world
- How the music from various cultures has shaped Western popular music

Learning Focus

This Super Study helps and encourages students to:

- Realise the breadth and diversity of music from around the world
- Work in teams to perform music reflecting styles from around the world
- Develop self-confidence and expression while performing sounds from all corners of the globe

Assessment

- Group and solo performances
- A culture-influenced composition
- Musical analysis
- Oral presentation

Employability and Enterprise Skills

- Creativity
- Presentation skills
- Teamwork
- Communication and expression

Music - Express it!

Subject Overview

How do we move past music performance being a mere reproduction of notes and patterns to an alive art form that affects the audience? Explore performance full of interpretation and expression.

Unit Provocation

Expression and interpretation are key ingredients for successful presentation and performance.

Conceptual Lens

- Expression
- Performance
- interpretation
- Self-awareness

Sustainability

This Super Study considers learning in relation to personal sustainability.

An Inquiry Into

What attributes make a successful performer?

- How do factors such as preparation, nerves, listening and viewing audience affect performance?
- How does interpretation shape performance?
- How does expression create a dynamic performance?

Learning Focus

This Super Study helps and encourages students to:

- Understand the elements of music in order to engage in expressive performance
- Learn and interpret basic music notation
- Learn music appreciation through watching music performance by peers and others
- Improve performance skills on their chosen musical instrument

Assessment

- Solo and group performances
- Musical analysis
- Music theory and aural training

Employability and Enterprise Skills

- Creativity
- Presentation skills
- Teamwork
- Communication and expression

Music - Rock Band Passport

Subject Overview

Learn to play and develop performance skills on the drums, bass, guitar or keyboard in a dynamic and enjoyable band setting.

Unit Provocation

Music appreciation is enhanced with the development of instrumental skills.

Conceptual Lens

- Form
- Performance
- Composition
- Risk and reward

Sustainability

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

An Inquiry Into

- The knowledge and use of one or more popular music instruments to create a performance
- The common chord patterns that construct a large number of mainstream compositions
- The function and powerful relationship between members of an ensemble
- Genre-specific composition and performance skills
- Working both as an individual and ensemble to create an effective performance

Learning Focus

- Introduction to fundamentals of music composition and structure
- Creating a relationship between music and dance disciplines
- Develop problem-solving and social skills in group situations
- Take risks with ideas and design briefs as part of a team in working towards a common goal
- Musical technology software development

Assessment

- Group and solo performances
- Group composition
- Oral presentation

Employability and Enterprise Skills

- Communication
- Teamwork
- Presentation skills
- Creativity
- Self-motivation

Music - Successful Song Writing

Subject Overview

Songs. They influence our day, they tell our stories – both past and present – they unite us and they divide us. Explore the influence of songs and discover how to compose a successful song. In this unit, students will explore music composition devices and music notation in order to compose a number of songs.

Unit Provocation

Songs reflect, challenge and influence our experience of life. Successful songs have common elements.

Conceptual Lens

- Design
- Appreciation
- Meaning
- Creativity

Sustainability

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

An Inquiry Into

- An artist's response to the world around us
- Cultural influence on song composition
- Song construction and composition
- Utilisation of the elements of music

Learning Focus

- Explore various inspiration sources behind successful songs
- Develop an ability to compose using an understanding of the elements of music
- Notate music and develop an aural understanding of music

Assessment

- Song compositions
- Aural tests
- Oral presentation

Employability and Enterprise Skills

- Creativity
- Presentation skills
- Teamwork
- Communication and expression

Music - The Creatives

Subject Overview

Designing, arranging, composing and performing music and sound for the Secondary Production

Ever wanted to be a musician or sound designer in a show? Ever wondered how the music and sound was created for your favourite show? Then this unit is perfect for you! It's a practical, creative and collaborative unit. Firstly investigating the skills of analysing, rehearsing, composing and arranging music in a theatre context you will then be part of the team that makes design choices and works to produce the music that will be used in Cornish College's annual Secondary Production. You will also collaborate with other 'creatives' such as Art and Drama from time to time to help create a cohesive performance.

Note - Students undertaking this unit do not have to be a part of the rehearsal process for the Secondary Production (however you are more than welcome!).

Unit Provocation

A work of theatre requires clear intentions and collaboration from all aspects of design to present a clear interpretation of a script to an audience. Theatre makers require clear intention and vision with collaborators to communicate an effective interpretation of a script to an audience.

Conceptual Lens

- Collaboration
- Interpretation

Sustainability

This Super Study considers learning in relation to personal, urban/technological and socio-cultural sustainability.

An Inquiry Into

- Investigating different musical styles in theatre to enhance a script
- Music analysis techniques
- Preparing, rehearsing and presenting music (both existing and original), using a range of performance skills and techniques
- Comparing the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts.
- Using musical elements, instruments, technologies, and conventions to express, develop, and refine structured compositions and improvisations.
- Learning Focus
- Develop and practice skills in performing, composing, arranging and sound design
- Working as part of a production team
- Understanding of characteristics of the different types of musical numbers in musical theatre shows
- Select, prepare, rehearse, present and evaluate a piece of music from a musical theatre show
- Perform AABA song format pieces from musicals, identify and analyse the use of musical elements and features.
- Research and present a brief plot outline of the original musical of their group performance.
- Devise and create a composition for a real production

Assessment

- Workshops
- Research
- Collaboration
- Personal reflections
- Compositions
- Performances
- Sound Design execution

Employability and Enterprise Skills

- Teamwork
- Communications
- Critical thinking
- Creativity
- Problem-solving
- Presentation skills

Music Technology - Film Soundtrack Creation

Subject Overview

An exploration of the power of music to shape and change our interpretation of a moment. This unit gives students the opportunity to develop a short animation soundtrack, experiment with sound effects and investigate the role that music technology plays in delivering effective soundtracks.

Unit Provocation

Music influences our interpretation and experience of various environments.

Conceptual Lens

- Interpretation
- Expression
- Production
- Design

Sustainability

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

An Inquiry Into

- Effective development of sound design and soundtrack in a movie context
- How music technology has impacted the development of film over the previous decade
- How music is used to shape an audience's interpretation of an environment or work of art
- How the elements of music can be used to develop a concept

Learning Focus

This Super Study helps and encourages students to:

- Compose effective movie soundtracks and construct sound design
- Explore music composition software options

Assessment

- Animation soundtrack composition
- Sound design task
- Aural tests

Employability and Enterprise Skills

- Creativity
- Presentation skills
- Digital literacy
-

Music Technology - Music Collision

Subject Overview

Experience the thrill of having your music interpreted through movement. The powerful combination of music and dance has been represented in many ways throughout history, now it's your turn. Use music technology to compose, record and collaborate with the dance students to produce a unique and original work.

Unit Provocation

When art forms combine, powerful and dynamic artistic communication is possible.

Conceptual Lens

- Technology
- Story
- Design

Sustainability

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

An Inquiry Into

- Working both as an individual and ensemble to create collaboratively
- The powerful relationship between musician and dancer
- Communicating through different mediums and from different perspectives

Learning Focus

- Introduction to fundamentals of music composition and structure
- Responding to a given stimulus
- Creating original compositions from a stimulus
- Creating a relationship between music and dance disciplines
- Develop problem-solving and social skills in group situations
- Take risks with ideas and design briefs as part of a team in working towards a common goal
- Musical technology software development

Assessment

- Final product performance of the choreography and music compositions
- Reflections on the process and final product
- Productivity, teamwork and communication skills during the process

Employability and Enterprise Skills

- Communication
- Teamwork
- Presentation skills
- Creativity
- Problem-solving

Music Technology - Studio Recording and Production

Subject Overview

Music technology is changing at a rapid rate. Explore the impact of music technology on our experience of music today and discover how to construct and use a recording studio. In this unit, you will develop the ability to confidently utilise live and recording-based music technology components.

Unit Provocation

Technology has greatly developed our ability to compose, record and experience music.

Conceptual Lens

- Communication
- Influence
- Production
- Expression

Sustainability

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

An Inquiry Into

- The development of music technology to assist our experience of music
- The impact of music technology on our ability to compose, record, share and listen to music

Learning Focus

- Develop competency with both recording and live, sound-based equipment
- Explore and develop recording and audio production equipment
- Record, mix and produce a short, ensemble-based performance
-

Assessment

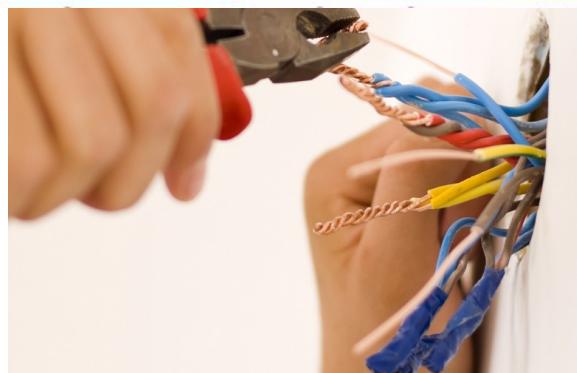
- Ensemble recording project
- Technology research presentation

Employability and Enterprise Skills

- Creativity
- Presentation skills
- Digital literacy

STEM

(Science, Technology, Engineering, Maths)



Can a Robot Sing?

Subject Overview

Proximity sensors, detection and buzzers

This Super Study offers students the opportunity to learn about electronics. The course begins with an introduction to STEM, electronic hardware and software. As the students' knowledge builds, the focus is on solving problems in a wide range of engineering contexts. Students can work as individuals or collaboratively to build a prototype that solves a real-world problem. This culminates in a presentation of electronic achievement.

This unit focuses on the use of sensors, buzzers and ultra-sonic sensors. This course is in several fluid parts: The first focuses on an introduction to electronic skills including how to work the electronic hardware and software, then progresses to project based learning. Projects include making a doorbell, piano, singing birthday card, and culminating in the creation of an FM/AM radio.

Unit Provocation

A challenging problem provides opportunities for creative solutions that often require a combination of a broad electronic system-wide understanding.

Conceptual Lens

- Design – how can I produce a device to solve 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 Super Study considers learning and applications in relation to personal, socio-cultural, natural and urban/technological sustainability.

An Inquiry Into

- Solving real-world problems using electronics and automation
- 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

- Science understanding
- Science as human endeavour

Assessment

- Using the engineering design process, build a prototype to solve a real-world problem
- A hackathon project with the production of an electronic prototype will form the major assessment

Employability and Enterprise Skills

- Electronics and coding
- Problem-solving
- Entrepreneurship

Do Robots have Senses? (Sensors galore)

Subject Overview

This Super Study offers students the opportunity to learn about electronics. The course begins with an introduction to STEM, electronic hardware and software. As the students' knowledge builds, the focus is on solving problems in a wide range of engineering contexts. Students can work as individuals or collaboratively to build a prototype that solves a real-world problem. This culminates in a presentation of electronic achievement.

This unit provides an in-depth look at a variety of electronic sensors. The course is designed in two fluid parts. The first focus is on an introduction to electronic skills including how to work the electronic hardware and software, then progresses to project based learning. The final part is utilising the engineering design process by allowing students the opportunity to work collaboratively to build their own electronic prototype that uses robotic sensors to solve a real-world problem such as an automated 'smart' dustbin, Earthquake warning machine and designing solutions to solve scenarios.

Unit Provocation

A challenging problem provides opportunities for creative solutions that often require a combination of a broad electronic system-wide understanding.

Conceptual Lens

- Design – how can I produce a device to solve 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 Super Study considers learning and applications in relation to personal, socio-cultural, natural and urban/technological sustainability.

An Inquiry Into

- Solving real-world problems using electronics and automation
- 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

- Science understanding
- Science as human endeavour

Assessment

- Using the engineering design process, build a prototype to solve a real-world problem
- A hackathon project with the production of an electronic prototype will form the major assessment

Employability and Enterprise Skills

- Electronics and coding
- Problem-solving
- Entrepreneurship

Let there be Light (LEDs, circuitry and patterns)

Subject Overview

This Super Study offers students the opportunity to learn about electronics. The course begins with an introduction to STEM, electronic hardware and software. As the students' knowledge builds, the course focuses on solving problems in a wide range of engineering contexts. Students can work as individuals or collaboratively to build a prototype that solves a real-world problem. This culminates in a presentation of electronic achievement.

The focus of this unit is on utilising LEDs. Students will make LED patterns then use an 8x8 matrix to make an alarm clock. This course is in several fluid parts --he first focus is on an introduction to electronic skills including how to work the electronic hardware and software, then progresses to project-based learning. Students make several projects including an automated origami lamp.

Unit Provocation

A challenging problem provides opportunities for creative solutions that often require a combination of a broad electronic system-wide understanding.

Conceptual Lens

- Design – how can I produce a device to solve 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 Super Study considers learning and applications in relation to personal, socio-cultural, natural and urban/technological sustainability.

An Inquiry Into

- Solving real-world problems using electronics and automation
- 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)

Learning Focus

- Science understanding
- Science as human endeavour

Assessment

- Using the engineering design process, build a prototype to solve a real-world problem
- A hackathon project with the production of an electronic prototype will form the major assessment

Employability and Enterprise Skills

- Electronics and coding
- Problem-solving
- Entrepreneurship

It's Alive! (Servos, automation and control)

Subject Overview

This Super Study offers students the opportunity to learn about Electronics. The course begins with an introduction to STEM, electronic hardware and software. As the students' knowledge builds, the course focuses on solving problems in a wide range of engineering contexts. Students can work as individuals or collaboratively to build a prototype that solves a real-world problem. This culminates in a presentation of electronic achievement.

The focus of this term is on controlling movement in electronics. The course is designed in two fluid parts. The first focus is on an introduction to electronic skills including how to work the electronic hardware and software, then progresses to project based learning. The final part is utilising the engineering design process by allowing students the opportunity to work collaboratively to build their own electronic prototype that uses robotic sensors to solve a real-world problem which culminates in the creation of a mobile phone controlled smart car.

Unit Provocation

A challenging problem provides opportunities for creative solutions that often require a combination of a broad electronic system-wide understanding.

Conceptual Lens

- Design – how can I produce a device to solve 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 Super Study considers learning and applications in relation to personal, socio-cultural, natural and urban/technological sustainability.

An Inquiry Into

- Solving real-world problems using electronics and automation
- 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

- Science understanding
- Science as human endeavour

Assessment

- Using the engineering design process, build a prototype to solve a real-world problem
- A hackathon project with the production of an electronic prototype will form the major assessment

Employability and Enterprise Skills

- Electronics and coding
- Problem-solving
- Entrepreneurship

Sustainable Land Management



Buzzing Time

Subject Overview

The unit will have a strong component of beehive management and harvesting of honey. Students will be given hands-on practical experience in sustainable land and animal management, an ongoing practice, which varies from week to week.

Unit Provocation

Bees are a critical part of our ecosystem.

Conceptual Lens

- Responsibility
- Self-awareness

Sustainability

This Super Study considers learning in relation to personal and natural sustainability.

An Inquiry Into

- How infrastructure can be created and maintained in sustainable ways
- How to develop self-awareness of micro and macro environments

Learning Focus

- Encourages students to achieve sustainable practices and outcomes

Assessment

- 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

Feasting Flavours

Subject Overview

The unit will have a strong component of olive tree harvesting and the subsequent curing of olives for eating, propagation of plants from seeds and cuttings, and the use of worm farms and composting bins. Students will be given hands-on practical experience in sustainable land and animal management, an ongoing practice, which varies from week to week.

Unit Provocation

“Local produce benefits all”

Conceptual Lens

- Responsibility
- Self-awareness

Sustainability

This Super Study considers learning in relation to personal and natural sustainability.

An Inquiry Into

- How infrastructure can be created and maintained in sustainable ways
- How to develop self-awareness of micro and macro environments

Learning Focus

- Encourages students to achieve sustainable practices and outcomes

Assessment

- 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

Home Grown

Subject Overview

The unit will have a strong component of orchard maintenance, beehive maintenance and restocking of vegetable beds for school use. Students will be given hands-on practical experience in sustainable land and animal management, an ongoing practice, which varies from week to week.

Unit Provocation

Management and maintenance is integral for healthy production.

Conceptual Lens

- Responsibility
- Self-awareness

Sustainability

This Super Study considers learning in relation to personal and natural sustainability.

An Inquiry Into

- How infrastructure can be created and maintained in sustainable ways
- How to develop self-awareness of micro and macro environments

Learning Focus

- Encourages students to achieve sustainable practices and outcomes

Assessment

- 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

Water Harvesting

Subject Overview

The unit will have a strong component of beehive management, maintenance and restocking of the aquaponics system, and harvesting of produce for use by the school and classes. Students will be given hands-on practical experience in sustainable land and animal management, an ongoing practice, which varies from week to week.

Unit Provocation

Resources can be developed and managed in a sustainable way.

Conceptual Lens

- Responsibility
- Self-awareness

Sustainability

This Super Study considers learning in relation to personal and natural sustainability.

An Inquiry Into

- How infrastructure can be created and maintained in sustainable ways
- How to develop self-awareness of micro and macro environments

Learning Focus

- Encourages students to achieve sustainable practices and outcomes

Assessment

- 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

Visual Arts



Digital Arts

Subject Overview

The world of the visual creator is evolving rapidly, with new tools and technology pushing new expectations and possibilities. Learn a range of creative programs within the Adobe Creative Cloud suite to enhance your creative skill set. Use design tools to express ideas through image composition and photo editing, digital painting. Paint, draw and sketch with digital brushes that work just like the real thing.

Unit Provocation

We use visual language to construct effective communication.

Conceptual Lens

- Perspective
- Representation
- Conventions
- Connection
- Reflection

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- Use visual methods to construct effective forms of communication to resolve ideas
- What processes are required when developing ideas
- Which presentation formats can be employed to enhance aesthetic choices to suit specific contexts and purposes

Learning Focus

- Design and deliver varied digital experiences and work more efficiently
- Digital drawing, design and photography applications

Assessment

- Workshops
- Folio development

Employability and Enterprise Skills

- Communication
- Planning and organising
- Technology
- Teamwork
- Initiative and enterprise
- Problem-solving

Architecture

Subject Overview

Explore sources of inspiration, concepts, ideas, materials and processes. Architecture is the practice of designing buildings and usable structures.

In this course students will design architectural spaces which meet the needs of a specific audience through a design process.

Unit Provocation

Design can help shape the buildings for the future.

Conceptual Lens

- Perspective
- Representation
- Conventions
- Connection
- Reflection

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- Designing sustainable buildings
- Environmental and personal impact

Learning Focus

- Design
- Construction
- Materials
- Occupants' needs

Assessment

- Design tasks
- Folio development

Employability and Enterprise Skills

- Communication
- Planning and organising
- Technology
- Teamwork
- Initiative and enterprise
- Problem-solving

Drawing

Subject Overview

Drawing is not only a valuable skill, but also a means of connecting with others.

During this unit, you will explore a wide range of drawing mediums, techniques and processes, use drawing techniques to creatively interpret ideas and concepts, explore the works of past and contemporary artists.

Unit Provocation

Drawing is a valuable and accessible means of connection, through which ideas and experiences can be communicated.

Conceptual Lens

- Connection
- Identity
- Communication

Sustainability

This Super Study considers learning in relation to personal, socio-cultural, urban/technological and natural sustainability.

An Inquiry Into

- Drawing as a form of communicating ideas, experiences and identity
- How to expand creativity and take risks

Learning Focus

- Explore a range of drawing materials and techniques
- Use a visual diary to generate ideas, explore materials and document processes
- Understand the practices and processes of artists
- Understand the way an artwork can communicate ideas, experiences and identity
- Analyse and evaluate experiment with drawings that demonstrate a variety of styles, techniques and art movements

Assessment

- Drawing workshops
- Visual diary

Employability and Enterprise Skills

- Critical and creative thinking
- Analytical skills
- Problem-solving
- Time management
- Communication skills
- Presentation skills

Painting

Subject Overview

Explore the works of past and contemporary artists and their painting styles through sources of inspiration, historic and cultural contexts, concepts, ideas, materials, techniques and processes in response to the world around you.

Create an exploration proposal and develop a folio of creative explorations and skills which will lead you through the process of developing potential directions for major 2D and 3D painted works employing a range of painting media and methods.

Unit Provocation

Artists challenge and communicate a range of ideas from their perception of the ‘world around us’ in visual artworks.

Conceptual Lens

- Perspective
- Change
- Communication
- Expression

Sustainability

This Super Study considers learning in relation to personal, socio-cultural, urban/technological and natural sustainability.

An Inquiry Into

- Painting as a form of communicating experiences and ideas
- The studio processes and practices of artists

Learning Focus

- Understand the practice and studio processes of artists
- Understand the way an artwork can communicate ideas and transform perspective
- Use a visual diary to generate ideas, explore materials and document processes
- Explore a range of painting materials and techniques
- Analyse and evaluate paintings that demonstrate a variety of styles, techniques and art movements
- Become more confident, creative and courageous in making decisions and taking risks

Assessment

- Mind mapping, research and exploration proposal
- Developmental folio (visual diary)
- Artist research project
- Major 2D

Employability and Enterprise Skills

- Critical and creative thinking
- Analytical skills
- Problem-solving
- Time management
- Decision making

Photography

Subject Overview

Learn to understand the features and creative possibilities of a digital SLR camera. This photography course combines classroom-based learning with practical shooting opportunities and an overview of your camera's features and settings. Learn to set up the camera for both general use and manual modes.

Unit Provocation

The relationship between photographer, photography, and camera contributes to meanings and messages.

Conceptual Lens

- Perspective
- Representation
- Conventions
- Connection
- Reflection

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- Visual learning enables us to impart concepts, ideas and an understanding of our world through the medium of photography

Learning Focus

- Customise your camera's settings
- Operate the camera in various modes (aperture, shutter speed or manual)
- Capture images that have impact and are well-exposed
- Control depth of field (sharpness over a range of distances)
- Control perspective (relationship between background and foreground)
- Optimise images for printing

Assessment

- Workshops
- Folio development
- Exhibition

Employability and Enterprise Skills

- Communication
- Planning and organising
- Technology
- Teamwork
- Problem-solving
- Initiative and enterprise

Poster Design

Subject Overview

We interact with design on a daily basis. We are bombarded with visual imagery and advertising every moment of our day. In this unit we immerse ourselves in the fields of communication (2D) design. Students undertake a design process geared to solving a design problem and producing final presentations of their design solution using a range of manual and digital methods.

Unit Provocation

Designers have the power to reach and influence a large audience for the purpose of positive change.

Conceptual Lens

- Know your audience
- Visual language
- Communication
- Reflection
- Conventions

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- Design as a method to promote positive change

Learning Focus

Design considering use of design elements and principles:

- Technical drawing skills and appropriate conventions
- Creative idea generation strategies
- Research and target audience
- Considered use of design elements and principles

Assessment

- Research and folio development
- Technical drawing exercises
- Final presentations

Employability and Enterprise Skills

- Communication
- Technology
- Initiative and enterprise
- Problem-solving
- Critical and creative thinking skills
- Time management

Sculpture

Subject Overview

Are you a hands-on learner, looking to expand your creativity?

This unit will introduce you to a variety of ceramic practices. You will research and explore the world of contemporary sculptors and artists who practice in a wide range sculptural medium. From your research and explorations, you will produce a range of possibilities through folio development, culminating in the design of a 3D work.

Unit Provocation

Artists are powerful agents of transformation, able to strengthen communities and promote positive change.

Conceptual Lens

- Context
- Change
- Community
- Transformation

Sustainability

This Super Study considers learning in relation to personal, socio-cultural, urban/technological and natural sustainability.

An Inquiry Into

- Sculpture as a form of communicating ideas and promoting positive change in a community
- The studio processes and practices of artists

Learning Focus

- Understand the practices and studio processes of artists
- Use a visual diary to generate ideas, explore materials and document processes
- Expand creativity, take risks and develop artistic confidence
- Understand how the context of sculpture can alter its meaning
- Understand how sculptures can contribute to positive change in a community

Assessment

- Sculptural artwork
- Visual diary

Employability and Enterprise Skills

- Critical and creative thinking
- Analytical skills
- Problem-solving
- Prioritising tasks
- Time management

Video Production

Subject Overview

Bringing different ideas, techniques, and people together to explore creativity through film. Creating videos designed to inspire and experiment in this visual art form based around music video concepts. We will study the concepts and artistic practices.

Unit Provocation

Effective film uses narrative structures to communicate to an audience.

Conceptual Lens

- Perspective
- Representation
- Conventions
- Connection
- Reflection

Sustainability

This Super Study considers learning in relation to personal and urban/technological sustainability.

An Inquiry Into

- Visual learning enables us to impart concepts, ideas and an understanding of our world through experimentation in the medium of video

Learning Focus

- Application of film codes and conventions
- Framing
- Filming techniques
- Editing techniques
- Sound

Assessment

- Workshops
- Folio development
- Screening

Employability and Enterprise Skills

- Communication
- Planning and organising
- Technology
- Teamwork
- Problem-solving

Super Studies Blocking (Terms 1 and 2)

Term 1 – Morning Block

| | <i>Curriculum Area</i> | <i>Offerings</i> |
|---|--|-----------------------|
| 1 | Design Technology | Solar Boats |
| 2 | Enterprise | \$20 Boss |
| 3 | Food Technology | Summer Cafe |
| 4 | Information & Communication Technology | Hard Core Programming |
| 5 | Performing Arts – Dance | Take Off |
| 6 | Performing Arts – Music | Express it! |
| 7 | Sustainable Land Management | Buzzing Time |
| 8 | Visual Arts | Architecture |

Term 1 – Afternoon Block

| | <i>Curriculum Area</i> | <i>Offerings</i> |
|---|------------------------------------|--------------------------|
| 1 | Design Technology | Shining Lights |
| 2 | Enterprise | Golf Beginners Program |
| 3 | Environment | Bronzed Aussie |
| 4 | Food Technology | World of Foods |
| 5 | Performing Arts – Drama | That's Hilarious! |
| 6 | Performing Arts – Music Technology | Film Soundtrack Creation |
| 7 | STEM | Let there be Light |
| 8 | Visual Arts | Drawing |

Term 2 – Morning Block

| | <i>Curriculum Area</i> | <i>Offerings</i> |
|---|--|------------------------|
| 1 | Design Technology | Wired For Sound |
| 2 | Economics | Life in the Fast Lane! |
| 3 | Food Technology | Be a Barista |
| 4 | Information & Communication Technology | Next Generation |
| 5 | Performing Arts – Drama | Theatre Production |
| 6 | Performing Arts – Music | Rock Band Passport |
| 7 | Sustainable Land Management | Feasting Flavours |
| 8 | Visual Arts | Video Production |

Term 2 – Afternoon Block

| | <i>Curriculum Area</i> | <i>Offerings</i> |
|---|------------------------------------|---------------------------|
| 1 | Design Technology | Pallet Knick-Knacks |
| 2 | Enterprise | High Performance Golf |
| 3 | Environment | Sustainable Trip Planning |
| 4 | Food Technology | Gifts from the Kitchen |
| 5 | Performing Arts – Drama | The Creatives- Drama |
| 6 | Performing Arts – Music Technology | The Creatives - Music |
| 7 | STEM | Can a Robot Sing? |
| 8 | Visual Arts | Poster Design |

Super Studies Blocking (Terms 3 and 4)

Term 3 – Morning Block

| | <i>Curriculum Area</i> | <i>Offerings</i> |
|---|--|----------------------|
| 1 | Design Technology | Wildlife Homes |
| 2 | Enterprise | \$20 Boss |
| 3 | Food Technology | Food Innovations |
| 4 | Information & Communication Technology | Fighting Off Hackers |
| 5 | Performing Arts – Dance | Dance Collision |
| 6 | Performing Arts – Music Technology | Music Collision |
| 7 | Sustainable Land Management | Home Grown |
| 8 | Visual Arts | Photography |

Term 3 – Afternoon Block

| | <i>Curriculum Area</i> | <i>Offerings</i> |
|---|-------------------------|---------------------------|
| 1 | Design Technology | Anyone for Chess? |
| 2 | Enterprise | Ninja Fitness and Mindset |
| 3 | Environment | First Responders |
| 4 | Food Technology | Global Eats |
| 5 | Performing Arts – Drama | Designing Fear |
| 6 | Performing Arts – Music | Successful Song Writing |
| 7 | STEM | Do Robots have Senses? |
| 8 | Visual Arts | Painting |

Term 4 – Morning Block

| | <i>Curriculum Area</i> | <i>Offerings</i> |
|---|--|----------------------------|
| 1 | Design Technology | Cranky Machines |
| 2 | Economics | Life in the Fast Lane! |
| 3 | Food Technology | Just Desserts |
| 4 | Information & Communication Technology | The Good, Bad and the Ugly |
| 5 | Performing Arts – Dance | World of Dance |
| 6 | Performing Arts – Music | A World of Music |
| 7 | Sustainable Land Management | Water Harvesting |
| 8 | Visual Arts | Digital Arts |

Term 4 – Afternoon Block

| | <i>Curriculum Area</i> | <i>Offerings</i> |
|---|------------------------------------|---------------------------------|
| 1 | Design Technology | Hands-On Learning |
| 2 | Enterprise | Mini Golf Community Leadership |
| 3 | Environment | Water Babies |
| 4 | Food Technology | Sweet Baked Creations |
| 5 | Performing Arts – Drama | Influencing the Audience |
| 6 | Performing Arts – Music Technology | Studio Recording and Production |
| 7 | STEM | It's Alive! |
| 8 | Visual Arts | Sculpture |



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