

# Baimbridge College

## 2023 Middle School

YEAR 7 CORE	YEAR 8 CORE	MIDDLE SCHOOL CURRICULUM	SENIOR SCHOOL CURRICULUM		
YEAR 7 SEMESTER 1	YEAR 8 SEMESTER 1	MIDDLE SCHOOL SEMESTER 1	VCE UNIT 1 & 2	VCE VM VOCATIONAL MAJOR UNIT 1 & 2	VPC VOCATIONAL PATHWAYS CERTIFICATE UNIT 1 & 2
YEAR 7 SEMESTER 2	YEAR 8 SEMESTER 2	MIDDLE SCHOOL SEMESTER 2	VCE UNIT 3 & 4	VCE VM VOCATIONAL MAJOR UNIT 3 & 4	VPC VOCATIONAL PATHWAYS CERTIFICATE UNIT 3 & 4

Student .....

2022 Form Group .....

Start your  
**Middle School**  
pathway journey here

[www.baimbridge.vic.edu.au](http://www.baimbridge.vic.edu.au) 



# 2023 Middle School Pathway



## Core Subjects

### Middle School Subject Selections:

(The VCAA Victorian Curriculum F-10)

Step 1a: Circle ONE to study all year.

MATHS

ENGLISH

NUMERACY

LITERACY

GENERAL  
MATHS

GENERAL  
ENGLISH

ADVANCED  
MATHS

ADVANCED  
ENGLISH

Circle 1

Circle 1

Step 1b: Circle at least TWO subject units from each column to study.

HUMS

SCIENCE

HISTORY  
1750 - 1918

THE HUMAN  
BODY

ENVIRONMENTAL  
GEOGRAPHY

ATOMS AND  
REACTIONS

BUSINESS  
MANAGEMENT

MOTION

ACCOUNTING

GLOBAL  
SYSTEMS

HUMANITIES A  
SEMESTER 1 ONLY

APPLIED  
SCIENCE A  
SEMESTER 1 ONLY

HUMANITIES B  
SEMESTER 2 ONLY

APPLIED  
SCIENCE B  
SEMESTER 2 ONLY

Circle 2

Circle 2

Select one

HEALTH/PE

BIG BALL  
SPORTS

STICK & RACQUET  
SPORTS

RECREATION  
GAMES

ADVANCED  
HEALTH & PE

SPECIALIST SPORT  
- BASKETBALL

SPECIALIST SPORT  
- NETBALL

INTRODUCTION  
TO THE OUTDOORS  
(PRACTICAL)

ADVANCED  
OUTDOOR  
EDUCATION  
(PRACTICAL)

Circle 1

CIRCLE more as an  
Optional Elective  
Subject Selections  
PREFERENCE



# 2023 Middle School Pathway



## Elective Subject Selections

### Middle School Subject Selections:

(Derived from The VCAA Victorian Curriculum F-10)

#### THE ARTS, DESIGN & TECHNOLOGIES

MODERN MUSIC  
PERFORMANCE

PADDOCK  
TO PLATE

WOOD  
DESIGN  
TECHNOLOGY

MODERN MUSIC  
COMPOSITION

FOOD SCIENCE

WOOD  
FURNITURE  
JOINERY

THEATRICAL  
SKILLS 1

TEXTILES 1

METAL A

THEATRICAL  
SKILLS 2

TEXTILES 2

METAL B

VISUAL ART  
ELECTIVE 3

2D 3D DESIGN

VISUAL ART  
ELECTIVE 4

NEW

MEDIA ARTS

GAME  
PROGRAMMING

#### LANGUAGES

DISCOVERY OF  
ENCHANTING  
CHINA

CHINESE  
CALLIGRAPHY:  
ART & HISTORY

#### Elective Subject Selections PREFERENCE



**Circle 3**  
(Preference 1-3)

and

#### Elective Subject Selections RESERVE



**Circle 6**  
(Reserve 1-6)

#### YEAR 10 ONLY

DUKE OF  
EDINBURGH  
- SILVER

#### VET - CERT II - YEAR 10 ONLY YEAR LONG (SELECT ONE ONLY)

KITCHEN OPS

AUTOMOTIVE

BUILDING  
CONSTRUCTION

AGRICULTURE

SALON ASSISTANT

HEALTH  
SERVICES

3D ANIMATION  
FOUNDATIONS

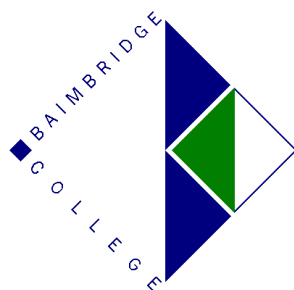
GAME  
PROGRAMMING

SPORTS AND  
COACHING

MUSIC INDUSTRY

An electronic version of this form and the subject description booklet can be downloaded from  
Compass Favourites or [www.baimbridge.vic.edu.au](http://www.baimbridge.vic.edu.au)

**Step 2: Go to the next page and fill out the selection table.**



# Baimbridge College

## 2023 Middle School

*In addition to the Middle School selections, all students participate in the following units:*

- **Year 9 WIDE: (semester unit)**

The Year 9 English Curriculum is built around the three connected strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The focus of Wide Reading is engaging students in a range of texts from a variety of authors, perspectives, genres, forms and themes. This subject promotes regular and varied reading and aims to acknowledge students own reading interests, as well as ensuring they are exposed to a range of text types. Students will share their reading experiences, develop comprehension strategies, and recommend books to their peers through literature circles, oral book reviews and book club forums.

- **Year 9 SCORE: (all year)**

The Year 9 SCORE (Sport Community Outdoors Recreation and Endeavour) Program is designed to prepare students to become active participants in their community and the wider world around them. Students will learn leadership skills. Through a range of sports, games and recreation, students will learn to develop skills in leadership, problem solving and cooperation. Students learn about our local indigenous history and venture to significant cultural sites, such as the Grampians, Mount Napier and Byaduk Caves. Students have the opportunity to complete their Bronze Award for the Duke of Ed, which requires them to complete hours undertaking physical activity, learning a new skill, completing voluntary service and taking part in a culminating overnight adventurous journey. Students engage with their local community, including with groups such as the CFA, Mulleraterong, Rotary, Lions, Eventide, Grangeburn, GHCA, WDHS and more. Students will become certified in basic CPR.

- **Year 9 Careers: (semester unit)**

Introducing career pathway and career literacy dedicated classes in Semester 2 of Year 9 aims to highlight the importance and value of career pathway knowledge, skills, and confidence. Activities and experiences include but are not limited to:

- Morrisby report interviews to unpack and interpret results
- Creation of Career Action Plan
- 3 sessions to complete online resume literacy and creation
- Interview skills and practice
- Preparation for Year 10 subject selection and interviews
- 3 sessions with the Deakin Future Me program on and off campus
- Industry visits and presenters throughout the semester
- Introduction to the new world of work and networking

- **Year 10 Careers: (semester unit)**

Building on the skills and knowledge of Year 9 Careers classes, Semester 1 Year 10 careers classes aim to assist students to explore the career pathways connected to the certificate courses they have begun. Students plan, research and connect with potential employers to arrange work experience placements for the end of Term 2. Guest speakers from a range of industries, tertiary education providers and local employment/ apprenticeship/traineeship organisations encourage students to make connections and build confidence in the networks they have available to them.

- **Year 10 Pathways: (semester unit)**

The Pathways unit has been designed to provide an opportunity for students to determine their key strengths, employability skills and interests. Students will draw on information developed in their personalised Career Action Plan and Morrisby Report to map specifically what they need to navigate and prepare for these chosen pathways. Each student is supported to make informed choices not only about subject selections and pathways through their senior secondary education, but also about making decisions about career goals and future aspirations which offer a range of opportunities beyond school.





# 2023 Middle School Pathway




## Step 3: Select your Middle School Pathway

### What am I going to study next year?

Choose your subjects based on your further study or career aspirations. Seek counselling advice to ensure your course prepares you for your future studies or career. Year 10 options to study external courses not listed or fast track VCE will need to select "other" in web choice and make an appointment with Mr de Man.

#### Instructions for students

Using the options you selected on the previous pages, complete the table below.  
All students must complete at least 1 unit of Practical P.E for the year (marked with ).

#### CERT II: YEAR 10 ONLY

(YEAR LONG SUBJECT)

#### MATHS

#### ENGLISH

#### SCIENCE

#### HEALTH/PE

#### HUMS

#### ELECTIVE #1

#### ELECTIVE #2

#### ELECTIVE #3

COMPULSORY – FILL IN EACH FIELD

#### LIST RESERVES TO BE ENTERED

(You will not get all of your first preferences, choose reserves with care)

RESERVE:

HUMANITIES

RESERVE:

HEALTH/PE

RESERVE:

SCIENCE

RESERVE:

HUMANITIES

RESERVE:

RESERVE LIST – FILL IN EACH FIELD

RESERVE:

SCIENCE

RESERVE:

1

ELECTIVE

RESERVE:

2

ELECTIVE

RESERVE:

3

ELECTIVE

RESERVE:

4

ELECTIVE

RESERVE:

5

ELECTIVE

RESERVE:

6

ELECTIVE

ALL SUBJECTS ARE SUBJECT TO STUDENT DEMAND

Web choice log in detail letters will be distributed prior to subject selections opening.



Step 4: Go to [www.baimbridge.vic.edu.au](http://www.baimbridge.vic.edu.au)  
and click the Edval logo on the home page  
or Compass under the favourites ★ menu.



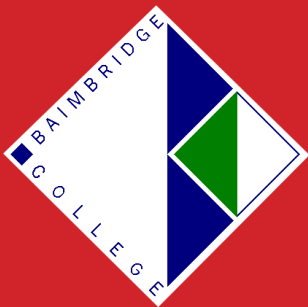


# CHINESE

MIDDLE SCHOOL

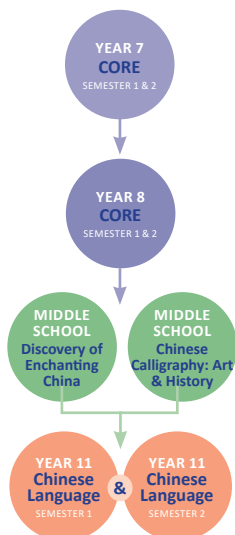


*The Language, Social Structure,  
Traditions and  
Contemporary  
Cultural Practices  
and more...*





### Chinese Pathway



### Chinese Elective

Learning a language extends students' literacy repertoires and their capacity to communicate. Through learning a language, students broaden their horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. Skills in communication are enhanced through language studies and enable people to negotiate experiences and meanings across languages and cultures.

Students may choose one or both elective units.

#### Semester 1: Discovery of Enchanting China

In this course, students will utilise explicitly designed tourism routes to further their understanding of Chinese Language & Culture in areas including Architecture, Food, Festivals, History, People, Religion, Ethnicity & Dialect. Students will gain fundamental knowledge about major cities and rural development in China, and how this influences the global economy. Topics explored will include Silk Road, Roof of the World, Three Gorges dam, Grand Canal, Shanghai International Expo, Forbidden City and A Bite of China.

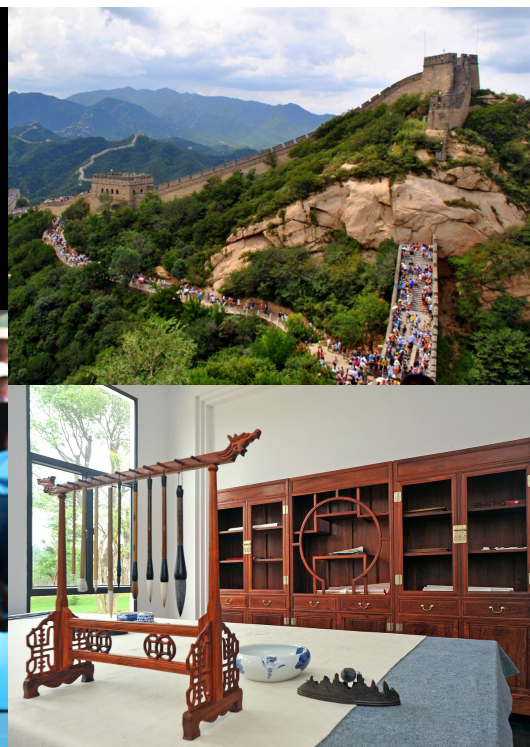
Contemporary Chinese culture, and Chinese language development are combined in this new subject- perfectly suited to students wishing to gain a broad grasp of Chinese Culture whilst continuing their language studies.

#### Semester 2: Chinese Calligraphy: Art and History

In China, from a very early period, calligraphy has been viewed as the supreme visual art form, was more valued than painting and sculpture, and ranked alongside poetry as a means of self-expression, culture and class.

The art of Calligraphy is a nationwide tourist attraction for Chinese domestic tourists more so than for foreign nationals, however calligraphy is still an important tourist attraction for foreign visitors to continue the appreciation of the art form and experience the real China and Chinese culture.

This subject will be a practical introduction to the art of the Chinese writing brush with students being introduced to the care and use of writing brushes, inkstones, ink blocks and the paper- the four treasures of the study. Students will learn how to write characters with a brush, beginning with simple exercises on brushstrokes and graduating to "standard script" and other styles. This subject is suited to students learning Chinese at all levels, especially those with an interest in Chinese art and culture.

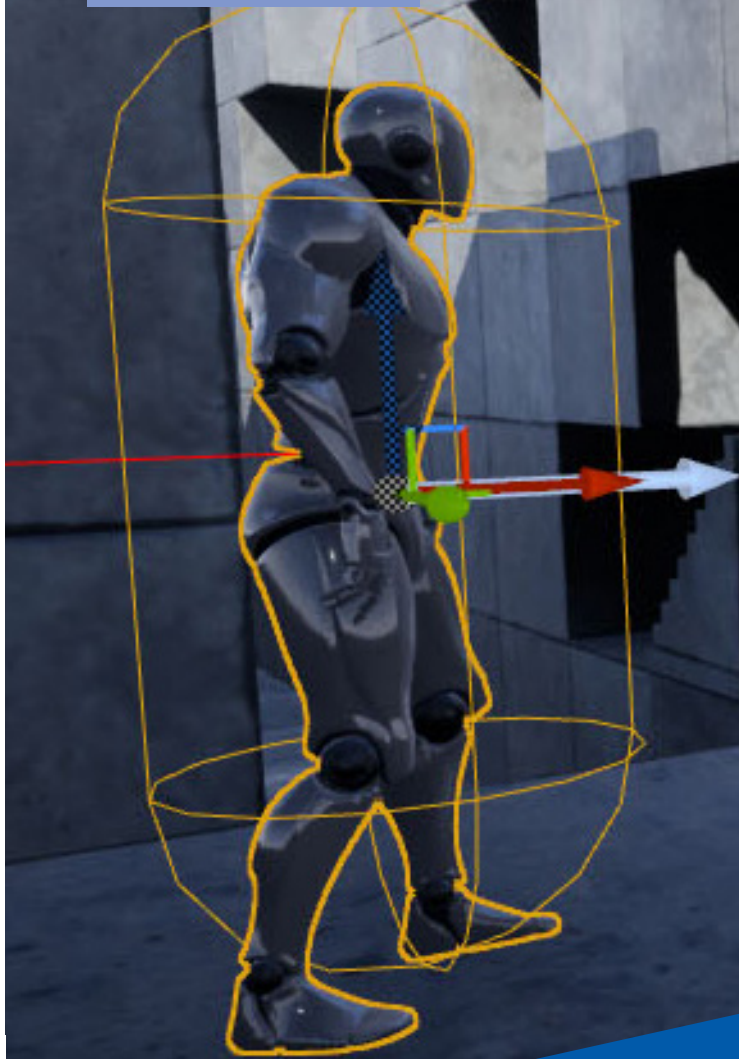




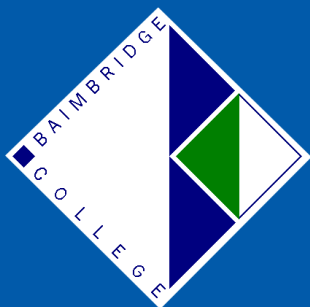
# DIGITAL TECHNOLOGY

2D 3D DESIGN & GAME PROGRAMMING

MIDDLE SCHOOL



*Design, Code and Play  
with the latest technology  
using industry standard equipment  
and software  
and more...*

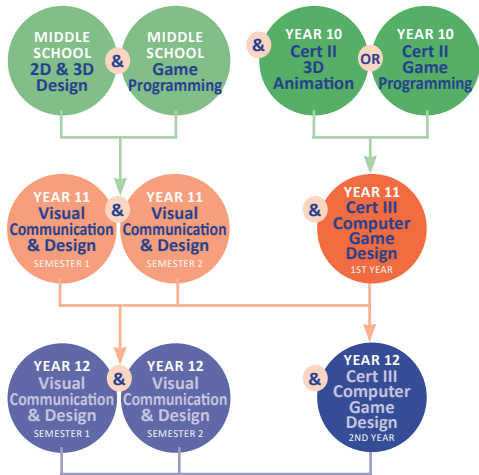


# DIGITAL TECHNOLOGY

## 2D 3D DESIGN & GAME PROGRAMMING

### MIDDLE SCHOOL

### Digital Technology Pathway



### Digital Technology Electives

#### 2D & 3D Design

In this unit, students learn how to concept a scene in 2 dimensional (2D) form and model them into 3 dimensional (3D) assets. They will research and design a scene containing a character. Through the design process, students write loglines, create written descriptions, and gather reference images to help sketch their character and environment. Students will then take these designs to block out and then model the scene using the 3D modelling software Maya.

#### Game Programming

Students will create a Third Person game using Unreal Engines Third Person Template. Throughout the rest of the semester students design and implement parts to their game. Students learn how to code in the game engine and examine core coding concepts to prepare them for creating their game. Students use flow charts and written language to break down elements of a games mechanics. Students will have their games tested and reviewed by other students. They will then make changes based on feedback to finally build a playable game with a user interface and game mechanics.



### Year 10 - Certificates

#### Certificate II in Creative Industries (Media) – CUA20220

This program introduces students to the many career opportunities available for 3D artists, animators and designers.

This is a one year VETDSS program aimed at year 10 students.

#### Certificate II in Applied Digital Technologies – ICT20120

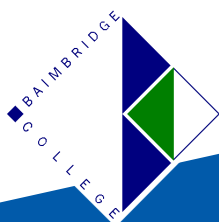
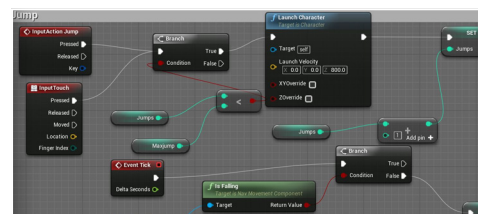
This program introduces students to the game programming foundations, coding and providing the skills required to develop video games.

This is a one year VETDSS program aimed at year 10 students.

#### Year 11 & 12 - Certificate III in Screen and Media – CUA31020

This program introduces students to the fundamentals of 3D animation and game design.

**For further information and details, including course costs, please contact your school VET/VCAL Coordinator, or alternatively you can contact the Hamilton District Skills Centre office on (03) 5571 1708.**



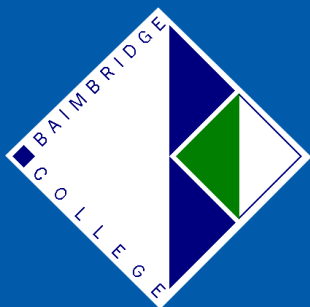




# FOOD STUDIES

PADDOCK TO PLATE & FOOD SCIENCE

MIDDLE SCHOOL



*Food for thought  
explore the taste and flavours  
of the world. Activate, create  
and discover your culinary ability  
and more...*

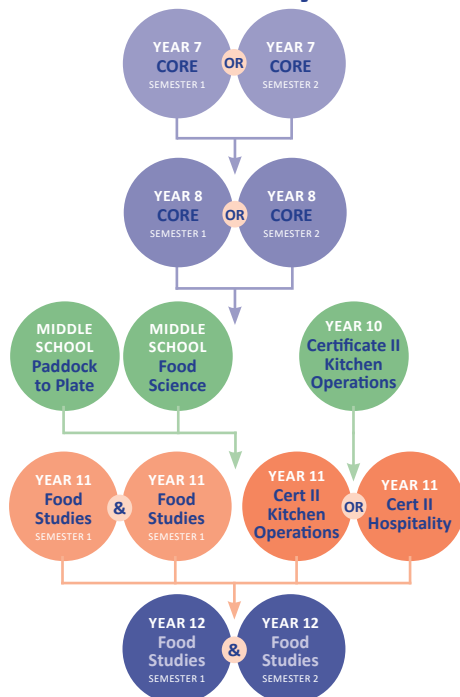


# FOOD STUDIES

## Paddock to Plate & Food Science

### MIDDLE SCHOOL

#### Food Studies Pathway



### Food Studies Electives

#### *Paddock to Plate*

Have you ever wondered where our food comes from? How do we get to enjoy such a wonderful array of different foods? How's it grown and what about all those indigenous ingredients. You will learn about fresh, processed, free range, organic and sustainable foods, all while cooking your Favorite foods. Explore farming practices and the processes involved in producing your Favorite food products. Students will engage in a variety of both theory and practical classes developing their knowledge and gaining life long skills along the way.

#### *Food Science*

Food Science looks at why foods have the reactions they do while cooking, for example what makes bread rise?, what's the browning effect on cakes and steaks? We will also explore the different heat transfer methods of cooking, all while making delicious recipes. Students will investigate what is happening to their food and why. Students will engage in a variety of both theory and practical classes developing their knowledge including learning about nutrition and the Australian Guide to Healthy Eating and gaining life long skills along the way.



### Year 10 - Certificates

#### *Certificate II in Kitchen Operations – SIT20416*

This course is ideally suited for students that have an interest in obtaining basic cooking and preparation skills that are creative or have a passion for food.

This is a hands-on course with numerous experiences; industry experts, excursions, catering opportunities throughout the year providing some wonderful experiences.

This is a two year VETDSS program aimed at Year 10, 11 or 12 students.

\*Please note: after the 1st year delivery of the Kitchen Operations program students have the choice to complete the 2nd year Kitchen Operations program or to transfer their completed units to the Certificate II in Hospitality program for completion in their second year.

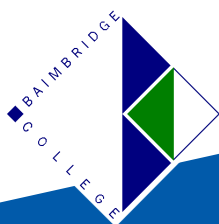
#### *Certificate II in Hospitality (Food & Beverage) – SIT20316*

This course involves all facets of food and beverage training including barista (coffee making), alcoholic (RSA included) and non-alcoholic beverage service, table/setting service, function catering, customer service, OH&S, and many other related modules. This course is offered within the HDSC as an option for students to transfer their studies to the Hospitality program after successful completion of the first year Kitchen Operations program\* (as per above). It is ideally suited for students who are either looking for certificates to assist with employment whilst studying tertiary education, or for students wishing to enter any other areas of the Hospitality & Tourism industry. It's a practical course with front-of-house and back-of-house work experience.

This is a two year program for students in Year 11 & 12.

Pre-requisite: Full completion of the 1st year Kitchen Operations program.

**For further information and details, including course costs, please contact your school VET/VCAL Coordinator, or alternatively you can contact the Hamilton District Skills Centre office on (03) 5571 1708.**





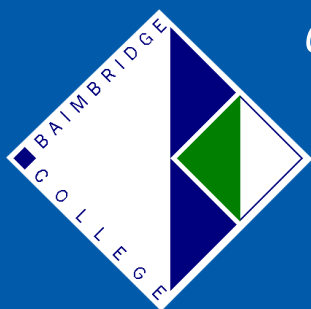
# TEXTILES

TEXTILES 1 & TEXTILES 2

MIDDLE SCHOOL



*Explore the world of textiles  
craft, fasten, attach objects and materials  
using a diverse range of creative  
techniques to discover  
your sewing passion  
and more...*





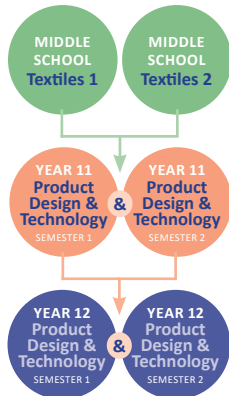
# TEXTILES

## TEXTILES 1 & TEXTILES 2

### MIDDLE SCHOOL



### Textiles Pathway



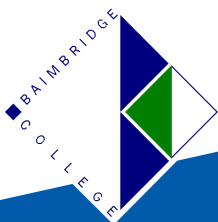
### Textiles Elective 1 & 2

Where do your clothes come from?

What are they made of?

Do you know who made them?

Would you like to develop your creative skills using fabric? Do you see yourself as a future fashion designer or interior designer? Then maybe this subject will interest you. The Middle School Textiles course is very diverse and provides scope for you to learn and appreciate textiles and explore ways to upcycle various textiles items. Students in this class may gain experience in hand stitching, applique, beading, sequins, patchwork, machining, textiles crafts, fabric design and decoration. Students will have the opportunity to choose from a variety of projects including cushions, soft toys, tote bags or draw string bags. Students will use sewing machines, embroidery machines and overlockers to make various project items and learn various embellishment techniques for decoration purposes on different objects.







# WOOD & METAL

WOOD DESIGN TECHNOLOGY

WOOD FURNITURE JOINERY

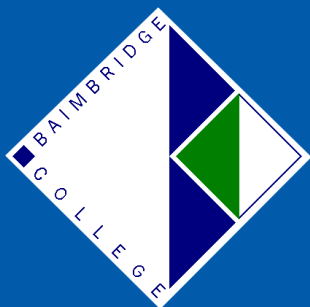
METAL A

METAL B

MIDDLE SCHOOL



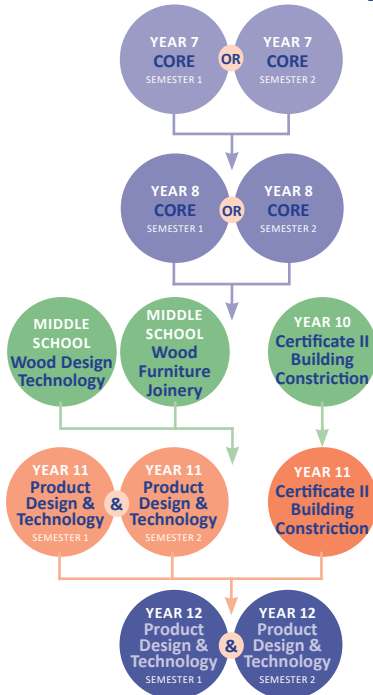
*Combine practical and  
technological skills  
with creative thinking  
to design and make products  
that meet human needs  
and more...*



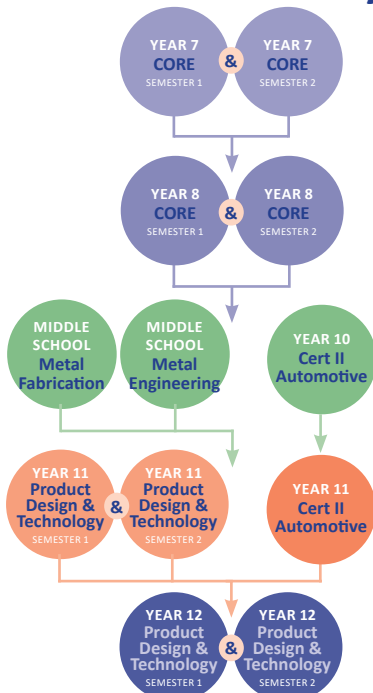
# WOOD & METAL

## MIDDLE SCHOOL

### Wood Pathway



### Metal Pathway



## Wood Electives

### Wood Design Technology

**Investigating & Designing:** In design and technology, students combine practical and technological skills with creative thinking to design and make products that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.

**Producing:** Students create a cutting list of quantities for their project and cost all components. Materials are ordered and acquired from various supplies. A plan or production is created and students work through the various stages of the construction.

**Analysing & Evaluation:** Throughout the production stage students analyse the methods they are using and make alterations where they may need to find an easier, safer or more appropriate method to complete a certain part of the construction.

### Wood Furniture Joinery

Furniture/Joinery will look at various techniques and skills used in the joinery industry. Students will make a product where these skills will be used. Safe use and handling of hand tools and electrical tools will be employed and followed in this subject.

Students will look at:

- Design briefs
- Costing sheets
- Production Plans
- Finishing
- Evaluation on completion

This subject is a lead in to VCE Product Design & Technology wood.

## Metal Electives

### Metal A

This Elective is a basic introduction to Fabrication and Welding. This Elective will allow students to sample Metal Fabrication and allow those interested in this trade to go on to do a higher course and develop a career in Metal Fabrication.

*What you will learn.*

- Design Briefs
- Basic MIG welding Techniques
- Grinding and cutting
- Material preparation
- Drilling
- Measuring and marking out
- Weld inspection
- Health and Safety
- Material storage

### Metal B

This Elective is a basic introduction to Fabrication and Welding. This Elective will allow students to sample Metal Fabrication and allow those interested in this trade to go on to do a higher course and develop a career in Metal Fabrication.

*What you will learn.*

- Work shop Health and Safety
- Measuring and marking out
- Cutting and filling
- Hand tools and equipment
- Production planning and design briefs

This subject is a lead in to VCE Product Design & Technology metal.

## Year 10 - Certificates

### Certificate II in Building & Construction – 22338VIC

This is a great first step if wishing to enter the carpentry or building industry offering specialised training in basic construction, first aid, Construction Industry Card (white card).

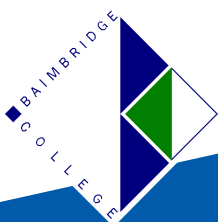
This is a partial completion only of the full Certificate, delivered over two years of VETDSS study.

### Certificate II in Automotive Vocation Preparation – AUR20716

This pre-apprenticeship program provides the students with theoretical and hands on skills with basic mechanical knowledge and will assist in obtaining an automotive apprenticeship and further career opportunities in the automotive industry.

This is a two year VETDSS program.

**For further information and details, including course costs, please contact your school VET/VCAL Coordinator, or alternatively you can contact the Hamilton District Skills Centre office on (03) 5571 1708.**



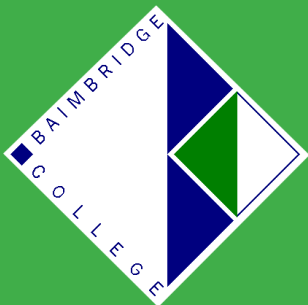




# ENGLISH

MIDDLE SCHOOL

*How English language is used  
to create meaning in written,  
spoken and multimodal texts  
of varying complexity  
and more...*



### English Core Electives

#### General English

General English has been designed to build on the student's knowledge from their previous schooling. It is based on the Victorian English Curriculum. In General English, students will be exposed to a range of different texts including novels, plays, speeches, film, and media articles. General English focuses strongly on preparing students to be able to undertake any pathway they prefer, at the highest possible standard.

Pathways: VCE English, VCE English Language, VCE Literature or VCE VM Literacy.

Students will:

- Be assessed through a range of tasks including: essays (both reading and responding and comparative), creative writing, language analysis, and oral presentations.
- Build ability in listening, speaking, reading, viewing, and writing.
- Develop understanding of text types and language modes. The course aims to foster an appreciation of the value of reading and writing skills for lifelong learning.

#### Advanced English

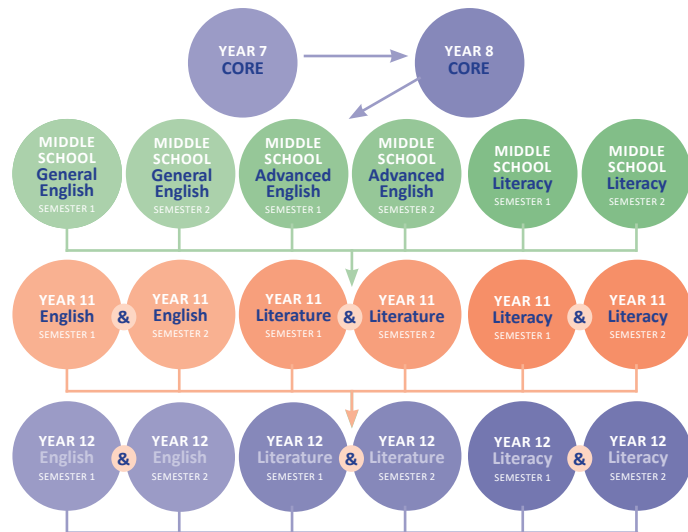
Advanced English at has been designed to extend and enrich the students' knowledge using a modified VCE English Curriculum. In Advanced English students will be exposed to a range of different texts including novels, plays, speeches, film, and media articles. It is recommended for Victorian Curriculum Achievement Level of 9 or above.

Pathways: VCE English, VCE English Language, English Literature.

Students will:

- Write analytical essays, create imaginative writing in different genres
- Respond to philosophical ideas and demonstrate a considered, informed opinion about the world around them.
- Be given opportunities for creative self-expression through speaking and listening task in a variety of contexts.

### English Pathway



#### Literacy

Literacy at Middle School has been designed to provide support to students who would like to build confidence in their literacy skills at any level. This subject is open to all students, and will provide intensive literacy strengthening in relevant areas. Each student will be encouraged to set goals to work towards, and will be held accountable for working to their full potential. Literacy will pair well with General English. Pathways: VCE VM Literacy or VCE English.

Students will:

- Be assessed through a range of written, spoken and multimodal tasks.
- Build ability in listening, speaking, reading, viewing, and writing.
- Develop understanding of text types and language modes. The course aims to foster an appreciation of the value of reading and writing skills for lifelong learning.





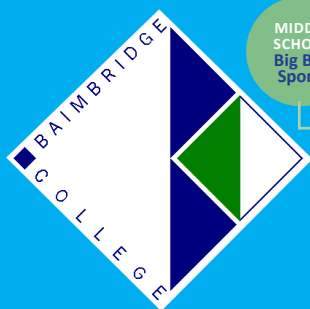
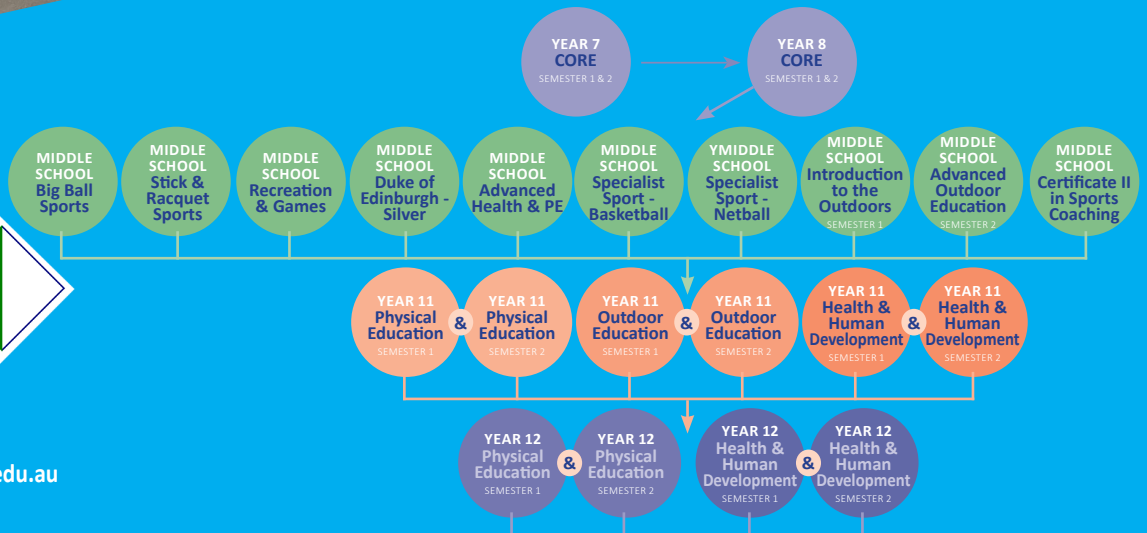
# HEALTH & PHYSICAL EDUCATION

## OUTDOOR EDUCATION

MIDDLE SCHOOL



### Health & Physical Education Pathway


[www.baimbridge.vic.edu.au](http://www.baimbridge.vic.edu.au)




# HEALTH & PHYSICAL EDUCATION

## OUTDOOR EDUCATION



### MIDDLE SCHOOL

## Health & Physical Education Electives

Health & Physical Education units have been broken into two categories; practical-based units and theory-based units. All students must choose at least one practical-based subject per semester.

There is no prerequisite for any of the courses except 'Advanced Outdoor Education'. To undertake this unit of study, students will need to have successfully completed Introduction to the Outdoors.

### Introduction to the Outdoors (practical-based unit)

**Target Audience:** This course is designed for students who respect and appreciate the natural outdoor environment. It is for students who enjoy being outdoors, like to challenge themselves outside of their comfort zone, co-operate with peers positively and enjoy being a leader.

**Content:** Students will be exposed to a range of practical skills and study theoretical content that related to the use of natural outdoor environments. Students will learn about topics such as:

- Canoeing
- Snorkeling
- Camp preparation
  - o Planning and preparing meals for the outdoors
  - o Using a Trangia
  - o Setting up a camp site and tent
  - o Planning for a safe and sustainable expedition
- Nature walking
- Rock climbing

Through these activities students will learn about a range of different natural environments, biodiversity, risk taking and sustainability. There will be a three-day camp that will involve at least one non-school day and one-day excursion. Camp is compulsory for students doing this course.

**Assessment:** Students assessment is based on their journal portfolio, development of practical skills and a series of minor projects.

**Contribution:** \$300

*For students that enjoy teamwork and collaboration*

### Advanced Outdoor Education (practical-based unit)

**Target Audience:** This course is recommended for those who strive to achieve highly in Outdoor Education and have a keen interest in the environment. It is a great asset to have completed this course if you are intending to study VCE Outdoor & Environmental Studies.

**Content:** This course will extend on content learnt in 'Introduction to the Outdoors' and will prepare students for content to be covered in VCE Unit 3 and 4 Outdoor and Environmental Studies study design. Students will learn about topics such as:

- Characteristics of healthy natural environments
- Codes of conduct
- The impact of technology on outdoor environments
- Social responses to risk taking
- Safe participation in the outdoors
- Camp organisation and participation
- Hiking
- Surfing
- Horse Riding

There will be a three-day camp that will involve at least one non-school day and one-day excursion. Students will be highly involved in planning the camp. Attending camp is compulsory for students doing this course.

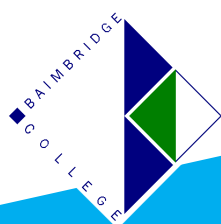
**Assessment:** Student assessment is based on their minor projects, development of practical skills and major project.

**Prerequisite:** Students will need to have successfully complete Introduction to the Outdoors or Bronze Duke of Ed.

**Contribution:** \$300

**Pathways:** Career pathways could include Park Ranger, Ecotourism, Nature Tour Guide, Outdoor Education teacher, D.E.L.W.P

*For students wishing to complete Unit 3/4 Outdoor Environmental Studies in Year 11*



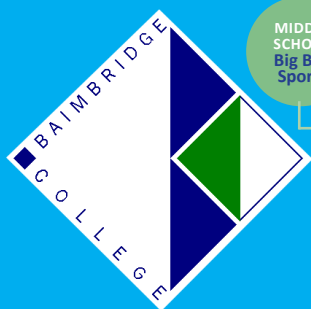


# HEALTH & PHYSICAL EDUCATION

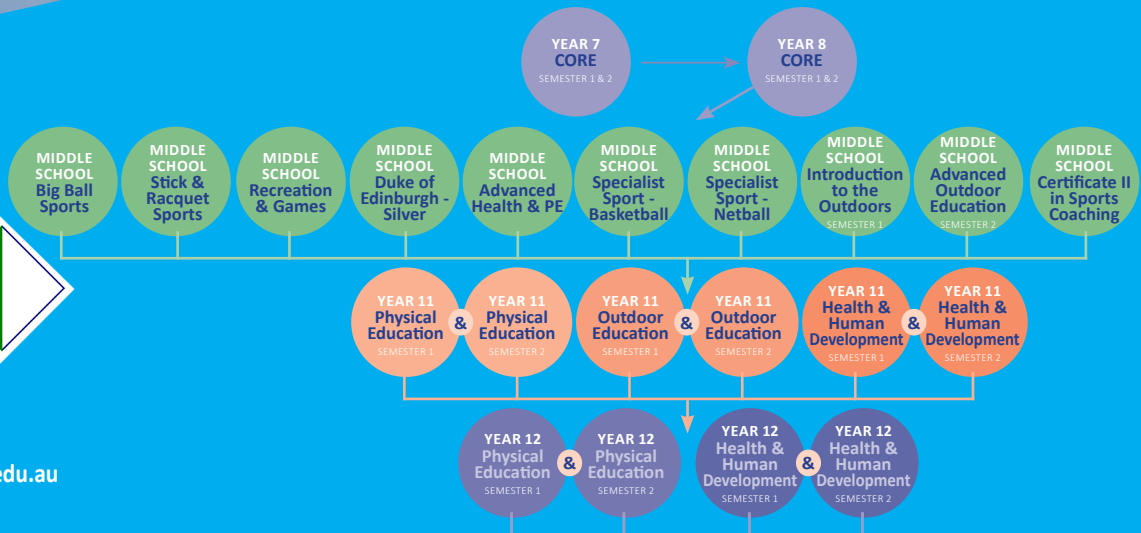
## PRACTICAL-BASED UNITS

MIDDLE SCHOOL

### Health & Physical Education Pathway



[www.baimbridge.vic.edu.au](http://www.baimbridge.vic.edu.au)





# HEALTH & PHYSICAL EDUCATION

## PRACTICAL-BASED UNITS

### MIDDLE SCHOOL



### Health & Physical Education Electives

Health & Physical Education units have been broken into two categories; practical-based units and theory-based units. All students must choose at least one practical-based subject per semester.

There is no prerequisite for any of the courses except 'Advanced Outdoor Education'. To undertake this unit of study, students will need to have successfully completed Introduction to the Outdoors.

#### **Big Ball Sports (practical-based unit)**

**- For students that enjoy competitive team sports**

**Target Audience:** This course is designed for those students who have enjoyed core Physical Education classes at junior secondary level and like team sports that are based around invading the oppositions court or field to score a goal.

**Content:** Students participate in physical activities including; basketball, European handball, netball, soccer, AFL football, volleyball and touch football. Students will also complete some athletic disciplines and fitness tests.

**Assessment:** Student assessment is based on practical participation, skill & coordination, fitness tasks, safety, tactics and strategies. A topic assignment is to be completed for the semester.

**Prerequisite:** Nil

**Contribution:** Entry fees to support any visits to local sporting venues.

#### **Recreation & Games (practical-based unit)**

**- For students that enjoy sports less physical**

**Target Audience:** This course is designed for students who are less interested in competition and more interested in participating for fun and fitness.

**Content:** Students will participate in physical activities including; aquatics, lawn bowls or croquet, minor games, bocce or klops, table tennis, gymnastics or dance and ultimate frisbee. A range of fitness activities both at school and at nearby venues will be offered.

**Assessment:** Student assessment is based on practical participation and application towards improving one's health and fitness. A topic assignment is to be completed for the semester.

**Prerequisite:** Nil

**Contribution:** \$30

#### **Stick & Racquet Sports (practical-based unit)**

**- For students that enjoy competitive team sports**

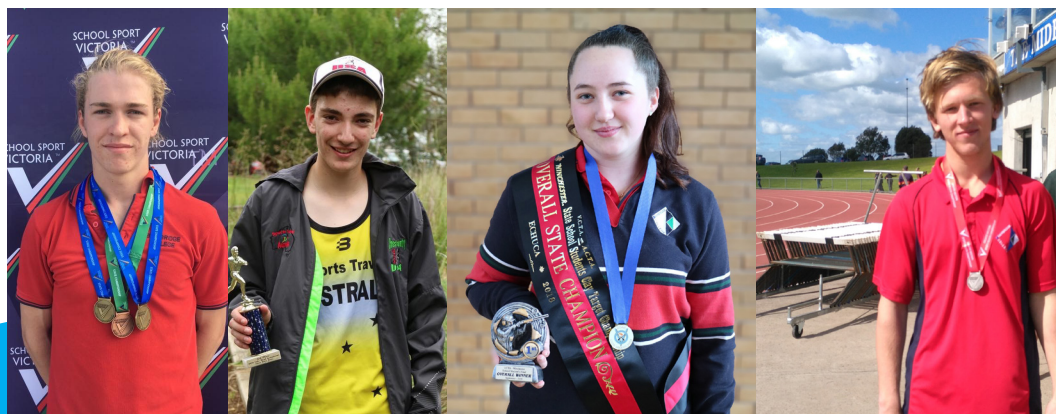
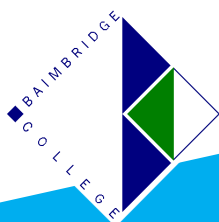
**Target Audience:** This unit is designed for those students who have enjoyed core Physical Education classes at junior secondary level and have an interest in playing sports that involve using a bat, racquet or stick to hit an object.

**Content:** Students participate in physical activities including; badminton, cricket, hockey, golf, sofcrosse, softball and tennis. Students will also complete some athletic disciplines and fitness tests.

**Assessment:** Student assessment is based on practical participation, skill & coordination, fitness tasks, safety, tactics and strategies. A topic assignment is to be completed for the semester.

**Prerequisite:** Nil

**Contribution:** Entry fees to support any visits to local sporting venues.





# HEALTH & PHYSICAL EDUCATION

SPECIALIST SPORT - BASKETBALL & NETBALL

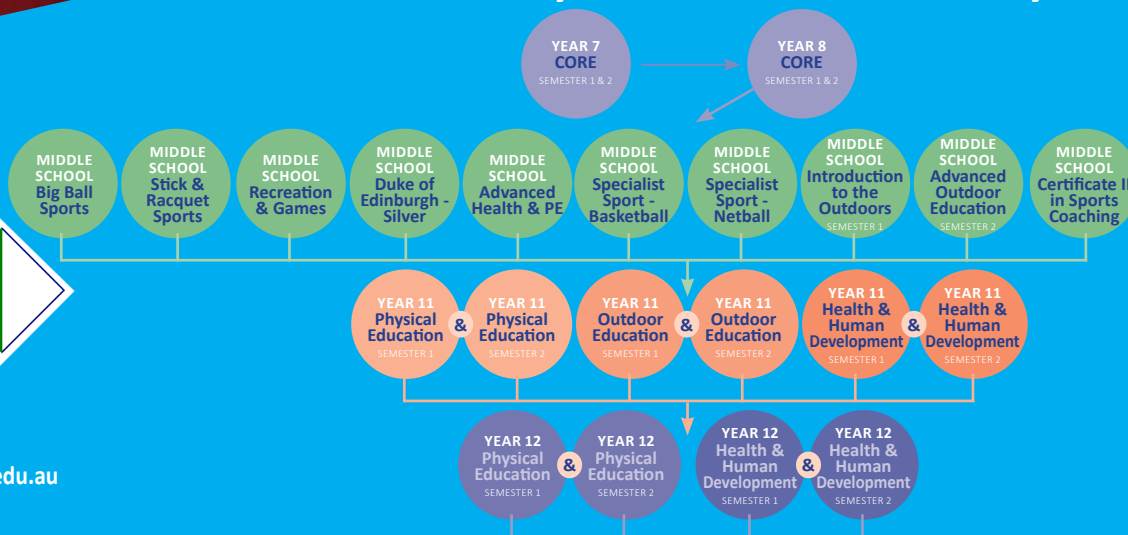
MIDDLE SCHOOL



## Health & Physical Education Pathway



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# HEALTH & PHYSICAL EDUCATION

## SPECIALIST SPORT - BASKETBALL & NETBALL

### MIDDLE SCHOOL



### *Health & Physical Education Electives*

Health & Physical Education units have been broken into two categories; practical-based units and theory-based units. All students must choose at least one practical-based subject per semester.

There is no prerequisite for any of the courses except 'Advanced Outdoor Education'. To undertake this unit of study, students will need to have successfully completed Introduction to the Outdoors.

#### *Specialist Sport - Basketball*

**Target Audience:** This course is designed for students that have a passion for basketball, typically play in a local league, want to enhance their skills and research into administration of the sport.

**Content:** With a focus on basketball, students will participate in skill development, refereeing and game play. Students will take on administrative duties, conduct a sporting competition, undertake coaching and officiating tasks. Students will be expected to participate in school and community sports programs and clinics.

**Assessment:** Students will be assessed on their skill development, safe interactions, written tasks and performance in nominated roles.

**Pre-requisite:** nil.

**Contribution:** \$100 (includes uniform and various community engagements)

**Pathways:** This subject may be used as a building block towards careers such as sports management, marketing, coaching, refereeing, administration or training.

**For students who have a background in basketball and want to further develop their skills.**

#### *Specialist Sport - Netball*

**Target Audience:** This course is designed for students that have a passion for netball, typically play in a local league, want to enhance their skills and research into administration of the sport.

**Content:** With a focus on netball, students will participate in skill development, umpiring and game play. Students will take on administrative duties, conduct a sporting competition, undertake coaching and officiating tasks. Students will be expected to participate in school and community sports programs and clinics.

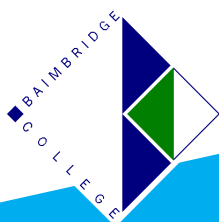
**Assessment:** Students will be assessed on their skill development, safe interactions, written tasks and performance in nominated roles.

**Pre-requisite:** nil.

**Contribution:** \$100 (includes uniform and various community engagements)

**Pathways:** This subject may be used as a building block towards careers such as sports management, marketing, coaching, refereeing, administration or training.

**For students who have a background in netball and want to further develop their skills.**





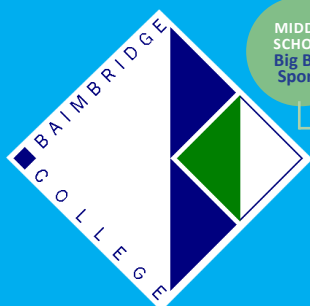


# HEALTH & PHYSICAL EDUCATION

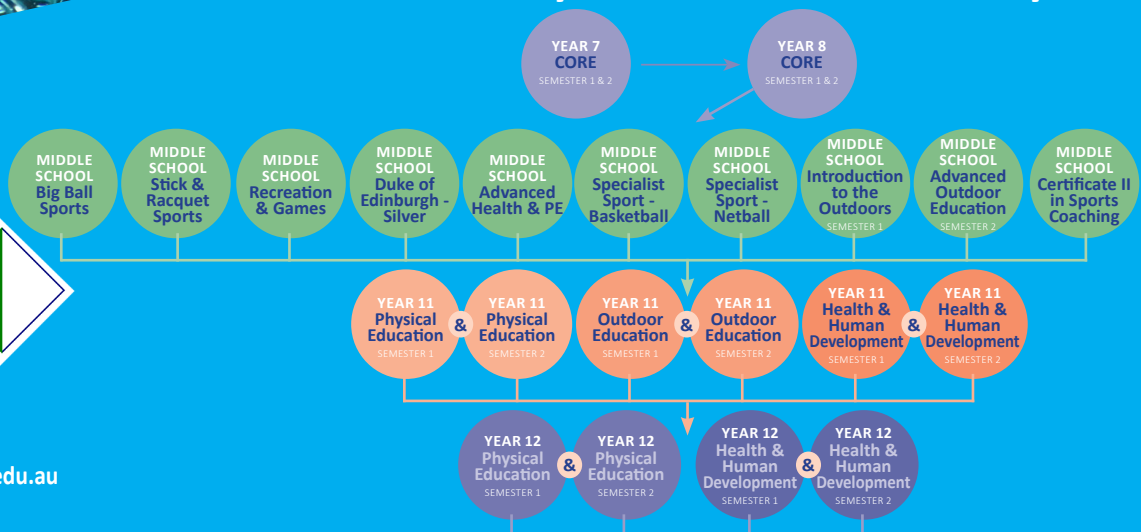
## THEORY-BASED UNITS

MIDDLE SCHOOL

### Health & Physical Education Pathway



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# HEALTH & PHYSICAL EDUCATION

## THEORY-BASED UNITS



### MIDDLE SCHOOL

## Health & Physical Education Electives

Health & Physical Education units have been broken into two categories; practical-based units and theory-based units. All students must choose at least one practical-based subject per semester.

There is no prerequisite for any of the courses except 'Advanced Outdoor Education'. To undertake this unit of study, students will need to have successfully completed Introduction to the Outdoors.

### Advanced Health & PE

**Target Audience:** This course is recommended for those who strive to achieve highly in Physical Education, Health & Human Development and are interested in the functioning of the human body. It related theoretical topics to practical laboratories. It is an asset to have completed this course if you are intending to study VCE Health & Human Development and VCE Physical Education.

**Content:** Students will study skeletal, muscular, respiratory and circulatory systems, basic biomechanics, physiology, energy systems, fitness, skill acquisition, social trends in activity, perspectives on health and wellbeing, youth health and wellbeing, indicators used to measure health status, the lifespan and its characteristics as well as Australia's health status.

**Prerequisite:** None

**Contribution:** Approximately \$30 to visit various health and fitness centers.

**Assessment:** Student assessment is based on written tasks, tests, projects and practical application.

**Pathways:** Sports coaching and administration, PE teaching, fitness facility management, corporate health, personal or club trainer, councilor, aged care worker, medical fields, dentistry, therapy, naturopath, Indigenous care.

**For students wishing to complete Unit 1&2 HHD or PE in Year 11**

### Duke of Edinburgh - Silver

This course is suited for students who completed their bronze Duke of Edinburgh in the Year 9 SCORE program and wish to build upon this further. Students will set goals in Voluntary Service, Physical Recreation, Skills and Adventurous Journey. Students will have the chance to:

- Design your own award program
- Set your own goals and record your progress
- Make a positive impact on the lives of others through community service
- Learn valuable practical and social skills for career development
- Take up the challenge of an adventurous journey
- Connect

### Certificate II in Sports Coaching

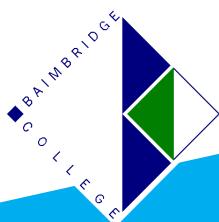
This course is ideally suited for students that have an interest in the sporting, fitness and recreation industry and enjoy being physically active. This qualification allows students to develop their basic functional knowledge and skills for sports coaching.

Students will study units such as officiate sports competitions, sports injury prevention and management, conduct coaching sessions with foundation students, provide first aid and work safely.

Students have an opportunity to utilise sport and recreation facilities, leisure and aquatic centres assisting with the conduct of coaching sessions.

This qualification provides a pathway to work in assistant coaching roles working or volunteering or community-based sports clubs and organisations in the Australian sport industry.

**Contribution:** \$700



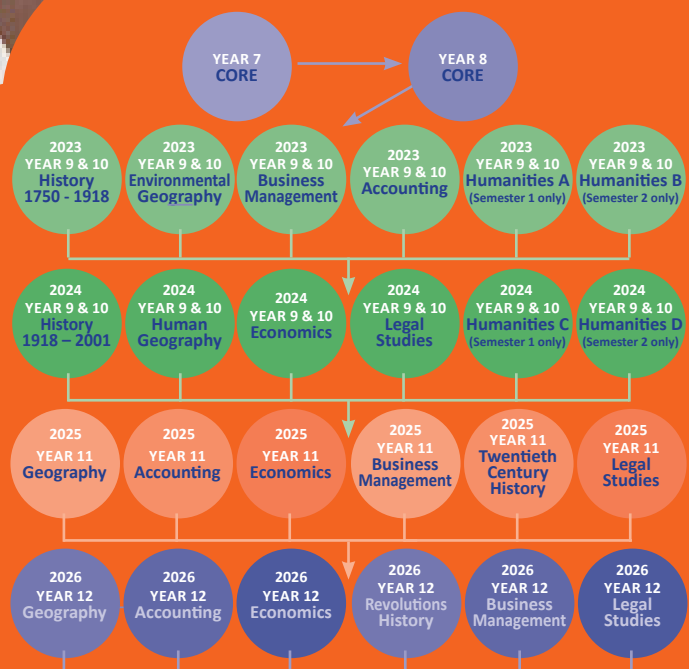




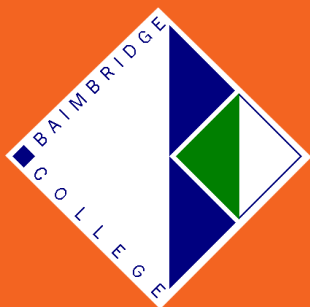
# HUMANITIES

MIDDLE SCHOOL

## Humanities Pathway



Credit: Miles Cole



### *Humanities Electives*

The study of Humanities includes Civics and Citizenship, Economics and Business, Geography and History. Humanities provides a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

#### *Humanities A (Semester 1 only)*

Students will undertake immersive and hands-on learning experiences across the four humanities disciplines (history, geography, business and civics) in a series of short modules. We will be exposed to a broad range of topics in order to develop the transferable skills needed to navigate the world we live in, now and in the future.

Humanities A, B, C, and D follow the same approach, but are not a learning sequence. These subjects provide an alternative for students who do not wish to undertake a in depth humanities subject at VCE level or who have a general interest in the humanities.

#### *Humanities B (Semester 2 only)*

We will undertake immersive and hands-on learning experiences across the four humanities disciplines (history, geography, business and civics) in a series of short modules. They will gain exposure to a broad range of topics in order to develop the transferable skills needed to navigate the world we live in, now and in the future.

Humanities A, B, C, and D follow the same approach, but are not a learning sequence. These subjects provide an alternative for students who do not wish to undertake a in depth humanities subject at VCE level or who have a general interest in the humanities.

#### *History 1750 – 1918*

Students will study the making of the modern world in the period 1750 – 1918. They explore the industrial revolution, migration of people, colonisation of Australia and World War One. Students analyse intended and unintended causes and consequences of significant events, ideas, individuals and places.

For students considering VCE History in future, this subject is recommend.

#### *Environmental Geography*

Students will study the relationship between humans and their environment by interpreting, collecting and recording a range of geographical data. They consider environmental change, its consequences and identify strategies to manage these changes now and in the future. Students also examine the environmental, economic and technological factors that influence crop yields and food security in Australia and across the world.

For students considering VCE Geography, this subject is recommend.

#### *Business Management*

Students will explore the nature of innovation, looking into how businesses create and maintain a competitive advantage. They identify the behaviours and capabilities that make a successful entrepreneur, how to develop business ideas, investigate the production process and the resources needed for a successful business while being socially responsible. Students also study business structures, marketing, staff recruitment, and the future of work.

For students considering VCE Business Management, this subject is recommend.

#### *Accounting*

Students explore the establishment of a business and the role of accounting in the determination of business success or failure. Students consider the importance of accounting information for stakeholders. Students analyse, interpret and evaluate business performance using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students use both manual methods and information communication technology to record financial data and report accounting information. They apply accounting assumptions and qualitative characteristics, and use business documents and indicators to measure business performance in order to consider the success or failure of the business. Over the semester, students identify accounting concepts and principles, calculate tax refundable or payable to the Australian Taxation Office, prepare personal budgets and compile balance sheets.

For students considering VCE Accounting, this subject is recommend.





# 10 JOBS IN MATHS

Whether it's designing shopping malls or tracking customers' buying habits, you can cash in on a career with maths



**WATCH CAREERS IN ACTION**  
CareerswithSTEM.com/  
videos

#1

## MATHS

**MIDDLE SCHOOL**

public amenities that feed into them.



## #3 WATER WISE

**JOB: HYDROLOGIST**

**MATHS BEHIND IT:** These aqua engineers calculate how much water the buildings need, the pressure it needs to be at, and where it can be pumped from.

#2

## BUILDING BUZZ

**JOB: ARCHITECT**

**MATHS BEHIND IT:** From initial design to detailed blueprint and estimating the cost of a build, maths is an architect's best friend. It is also vital for identifying potential structural flaws.

#6

## OUT OF

**JOB: OPTOMETRIST**

**MATHS BEHIND IT:** Precise measurements of the eye are used to calculate the lenses people need to correct

#9

## COOL DESIGNS

**JOB: ARTIST**

**MATHS BEHIND IT:** An artist uses maths to calculate dimensions, such as object spacing, angles and shapes, to make sure an image looks as appealing as possible.

## #4 TOUR GUIDE

**JOB: CARTOGRAPHER**

**MATHS BEHIND IT:** This map-maker uses algebra, calculus and trigonometry to create virtual indoor maps displayed on locator stations throughout the mall.

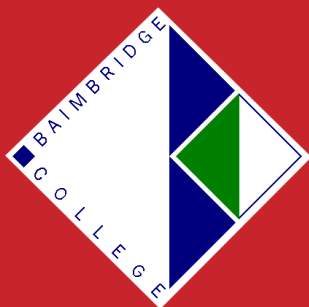
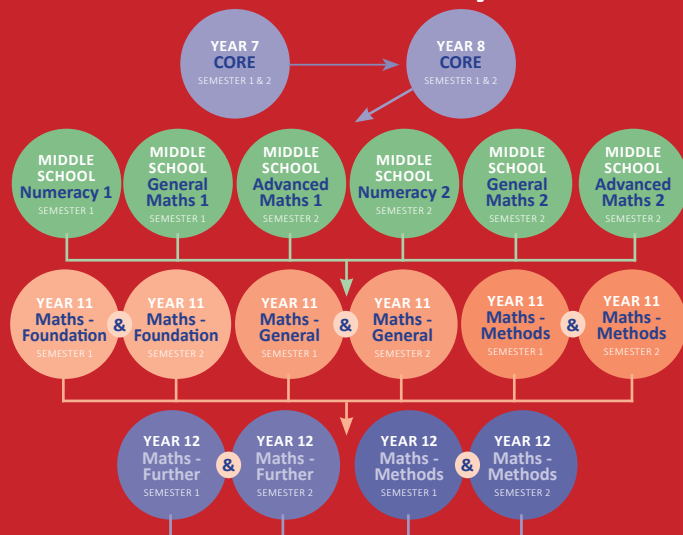
## COVER CAREERS WITH MATHS

is used in hundreds of careers in retail, architecture and it's critical to new careers in design, 3D animators and scientists – plus, it gives problem-solving skills for any career.

## FOR MORE STUFF!

the Careers with Maths page free online, or go to careerswithSTEM.com to find more ideas and browse hundreds of creative study options.

## Maths Pathway





### Maths Core Electives

#### Numeracy

This subject is designed to provide support to students who would like to improve practical mathematics and build confidence in their numeracy skills.

Numeracy caters for students who want to improve their basic but essential mathematical skills so that they have the numeracy skills to navigate the real world and employment with confidence and success. The course aims to engage learners in many practical topics of mathematics, and cement their understanding of fundamental areas. Students apply their mathematics to diverse settings, including everyday calculations, financial management, measurement and geometry, and simple data analysis. There is an emphasis on developing students' mental skills and expanding their ability to apply their mathematical skills with commonly used technologies like MS Excel.

Suitable for students who:

- Need to learn essential mathematical skills
- Develop confidence in basic maths
- Learn maths in real life settings
- Use maths with technologies

**Pathway:** Practical skills for employment, VET course, VCAL course, VCE foundation Maths, VCE General Maths.

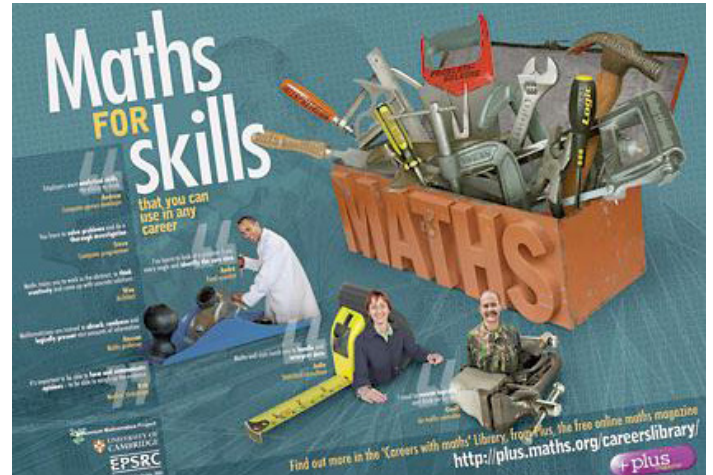
#### General Maths

General Maths is designed to help students to continue to build on their prior learning and develop stronger skills. This subject is based on the Victorian Mathematics Curriculum but employable in a wider range of situations, such as life skills, finance, sport science, building and construction and other student selected topics. It will allow students to be exposed to all general mathematical skills and focuses strongly on preparing students to be able to undertake any pathway they prefer, at the highest possible standard.

Suitable for students who:

- Have a reasonable grasp of maths but are not always confident
- Want to learn maths in a wider range of situations
- Develop general skills for VCE maths
- Develop strong skills for employment

**Pathway:** Strong skills for employment, VET course, VCE General Maths.



#### Advanced Maths

This subject is designed for students who are self-motivated, independent, confident learners who learn through inquiry and active participation in challenging and engaging experiences. It is best suited to those who wish to study secondary maths comprehensively to achieve personal bests and prepare for VCE mathematics subjects.

Advanced Maths caters for students who want to pursue a wide range of topics and broaden their opportunities in professional careers. The course aims to extend learners with exposure to higher level mathematics in areas such as non-linear and linear functions and relations, algebra and graphs, use of mathematical models, logical argument and proof, technology-assisted computation, exponential functions, structure and properties of number systems, order relations and inequalities, circular functions and logarithms.

In Advanced Maths there is an emphasis on equipping students with advanced maths skills and problem-solving skills with the use of technology (CAS). This is an academically demanding subject and as such, homework, study habits and a high level of work ethic are expected.

Suitable for students who:

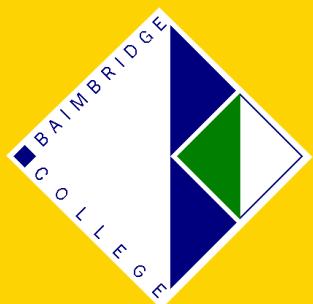
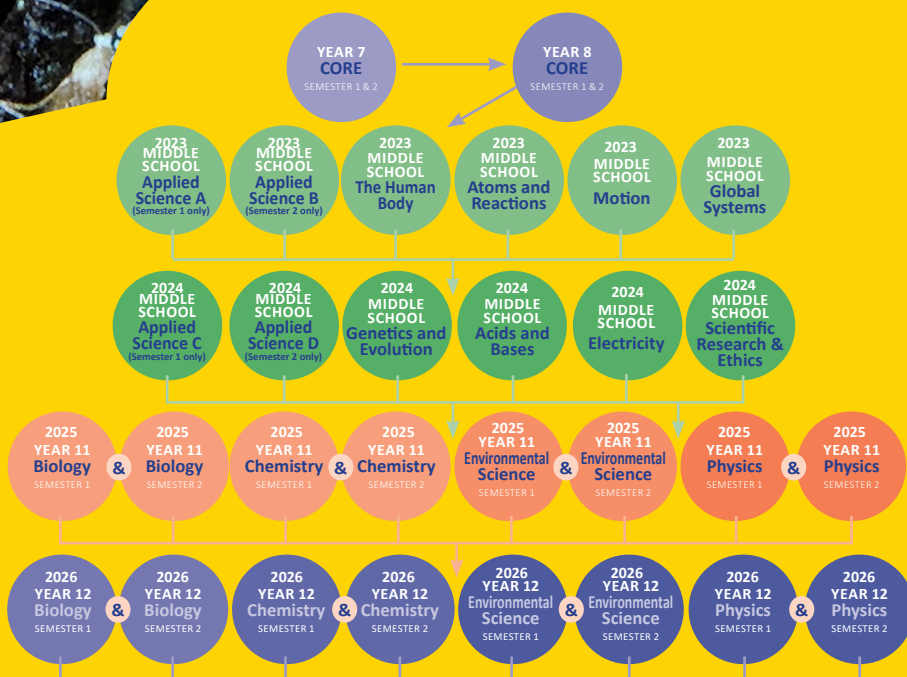
- Are relatively confident in maths
- Want to pursue VCE maths
- Want to be fast tracked to VCE General Maths Y9 students only. (Where the timetable allows.)
- Are interested in advanced mathematics topic in the Victorian Curriculum

**Pathway:** VET course, VCE General Maths, VCE Maths Methods, VCE Specialist Maths.

# SCIENCE

MIDDLE SCHOOL

## Science Pathway





### *Science Subject Electives*

The study of Science develops students' skills to research and answer important questions about our world. Students work collaboratively and independently to investigate, make predictions and solve problems. The Science elective program provides opportunities for students to explore an area of interest. In each unit, students develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of Science to our culture and society, and its application in our lives.

#### *Applied Science A (semester 1 only)*

Students will undertake immersive and hands-on learning experiences across the four science disciplines: Biology, Chemistry, Environmental, and Physics in a series of short modules. Students will develop inquiry skills to help them navigate the real world and think critically for future jobs.

Applied Science A, B, C, and D follow the same approach. These subjects provide an alternative for students who do not wish to undertake a science subject at VCE level.

#### *Applied Science B (semester 2 only)*

Students will undertake immersive and hands-on learning experiences across the four science disciplines: Biology, Chemistry, Environmental, and Physics in a series of short modules. Students will develop inquiry skills to help conduct a scientific investigation at the end of this subject.

Applied Science A, B, C, and D follow the same approach. These subjects provide an alternative for students who do not wish to undertake a science subject at VCE level.

#### *The Human Body*

Students will explore the composition of the human body from cells up to functioning systems. This subject will focus on the nervous, immune, and endocrine system to allow students to explain how the human body interacts with the environmental stimuli.

For students considering VCE Biology in the future, it is recommended they select this subject.

#### *Atoms and Reactions*

Students will explore the structure of the atomic world, isotopes, and reactions of elements. This subject will delve deeper into radiation and The Periodic Table.

For students considering VCE Chemistry in the future, it is recommended they select this subject.

#### *Motion*

Students will explore the mathematical mechanics behind different kinds of waves and the motion of objects. This subject will focus on Newton's laws of motion.

For students considering VCE Physics in the future, it is recommended they select this subject.

#### *Global Systems*

Students will explore the global systems that compose the Earth and the cyclical nature of climate. This subject will focus on the impacts of climate change and the real-world issues related to human impacts on the Earth.

For students considering VCE Environmental Science in the future, it is recommended they select this subject.



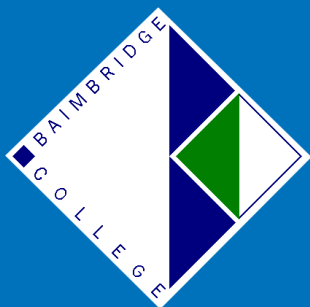


# DRAMA: THEATRICAL SKILLS

MIDDLE SCHOOL



*Oh, the glamour  
of being a  
famous actor.  
and more...*

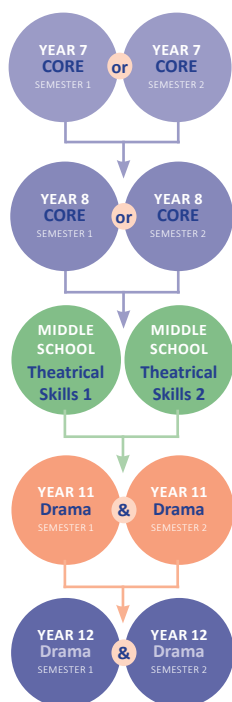




# DRAMA: THEATRICAL SKILLS

## MIDDLE SCHOOL

### Drama Pathway



### *Drama: Theatrical Skills*

#### *Theatrical Skills 1*

Baimbridge College has a long and proud tradition of drama as shown through the many successful productions over the years.

In this course students will gain skills that will not only be used in a dramatic production or musical, but will serve them into their future, giving confidence, poise, skill in public speaking, voice projection and control.

Students will gain skills in improvisation, learning from a script, body language, interaction with others, nonverbal communication and character acting. They will work as a whole class, in small groups and individually to make and present small skits, movies and plays.

#### *Theatrical Skills Unit 2*

Playing a part in a major production is challenging but very rewarding. In this elective students will play a part in putting on a production this may include acting, stage direction and design, sound mixing, directing or producing the show.

Students build on existing dramatic skills to rehearse and perform longer skits and plays, working up to the performance of a school production, which may be a drama, comedy or a musical.

Students will gain skills in theatrical performance, character acting, voice projection, overcoming 'stage fright', and confidence.

### *Theatrical Skills* *Live performance*



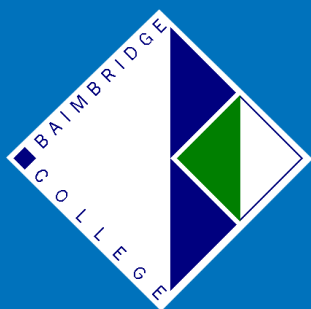


# MEDIA ARTS

MIDDLE SCHOOL



*Ever wanted to be a YouTuber?  
Well now you can learn  
how to make, edit, and post  
content online  
and more...*

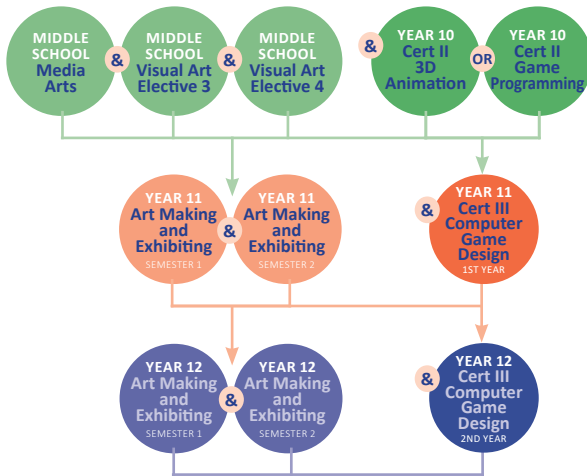


# MEDIA ARTS

## MIDDLE SCHOOL



### Media Arts Pathway



### NEW: Media Arts

In this unit students will study the following topics:

- **Language for the screen.**  
Media Codes of Practice. Film review. Scene Analysis.
- **YouTubing.**  
Ever wanted to be a YouTuber? How to make and publish media content.
- **Film making.**  
Mobile Phone. Make a 3-Minute Short Film. Pre-Production planning. Film making Production. Post-Production editing. Upload for viewing audience. Theme; 'In knowledge there is opportunity'.
- **Influencing.**  
Influence the viewing audience. Advertising and Marketing.
- **News Report.**  
Report on a school event. Photography. Film interview. Written article.
- **Virtual Reality (VR) & Augment Reality.**  
Combine the real world with the virtual world.
- **Aviation.**  
Create media content. Fly the drone.

It is apparent that the youth demographic aspires to engage in online media content. Teens want to make and publish funny and creative short film, edit and augment, do interviews, take and post photos, view podcasts, talk, write, read, like and comment on issues that affect their everyday lives. Students in Middle School who choose the Media Arts elective continue to develop the ability to work both independently, and to collaborate in creative teams to make and present screen-based media content. It is through teamwork, critical thinking and creative processes, that Media Arts students can develop a deeper understanding of how contemporary Media content can shape our views and opinions of the world around us.

The focus of the Media Arts course of study is to have fun learning the technical skills and vocabulary that enable the use of a range of technologies in a variety of media forms (safely and respectfully) so that we can make and present media content for an online viewing audience to enjoy. In class, the intention is for students to create an internal blog (Microsoft SharePoint) in which we can share the media content that is created. Students learn how to develop a blog with a newsfeed that updates when they post their videos or images and which also allows them to comment and like. This method of online learning aims to mirror the real-world social media and media platforms they already use, except within an environment that is kept internal within the school. Students learn the language for the screen, including, online codes of practice, safety, respect for self and others while online. Ethical conduct and moderated content is best practice.

The Media Arts Elective in Middle School aims to enhance teaching and learning opportunities and provide an additional opportunity to engage students in creative learning practices that are fun and relevant to both the real and virtual lives that students live. The Media Arts could also create diverse pathways to further education, training and career opportunities. Pathway opportunities exist in, Studio Art, Visual Communication, or Media Studies. Furthermore, the Media Arts pathway opportunities exist at, The Academy of Interactive Entertainment (AIE), TAFE, or University.





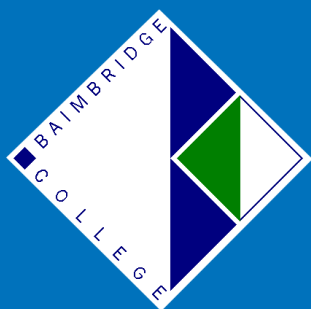
# MUSIC

MODERN MUSIC PERFORMANCE  
MODERN MUSIC COMPOSITION  
CERTIFICATE II IN MUSIC

MIDDLE SCHOOL



*Music performance  
and appreciation can open doors  
to become a more fulfilled and  
creative individual.  
and more...*



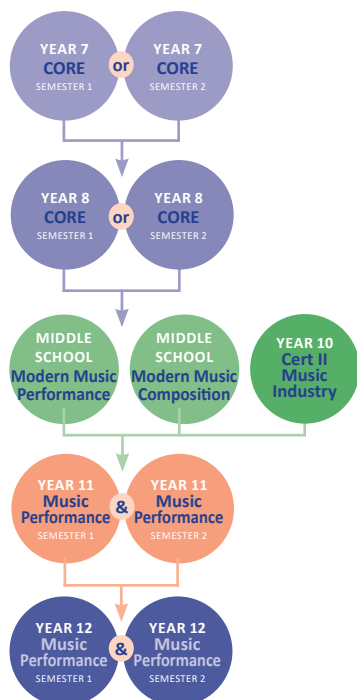


# MUSIC

## MODERN MUSIC PERFORMANCE MODERN MUSIC COMPOSITION CERTIFICATE II IN MUSIC

### MIDDLE SCHOOL

### Music Pathway



*Music performance and appreciation can open doors to become a more fulfilled and creative individual.*

*The discipline of learning music comes with rewards that include becoming more social, creative, patient, improving your memory, and gaining a great satisfaction and sense of achievement.*

### Music Subjects Electives

#### Modern Music Performance

In this unit students use instruments like piano, guitar, bass guitar, synthesiser, voice and drums in a small group to play modern rock music.

Students will learn some skills on various instruments learning both songs of their own choice and given challenges. Once they are confident individually they will form a class ensemble or a small rock band to rehearse and perform them.

#### Modern Music Composition

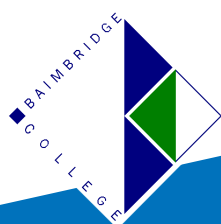
In this unit students learn what makes a rock song work and then, using that knowledge, write and perform their own original composition.

We will study aspects such as lyrical structure, verbal hooks, instrumental hooks, drum beats and chord structure.

### NEW: Certificate for Year 10

#### CUA20615 Certificate II in Music

The Music Certificate explores all aspects of live production from understanding roles outside the talent on stage, stage presentation, recording audio tracks, lighting stage, constructing and deconstructing staging.



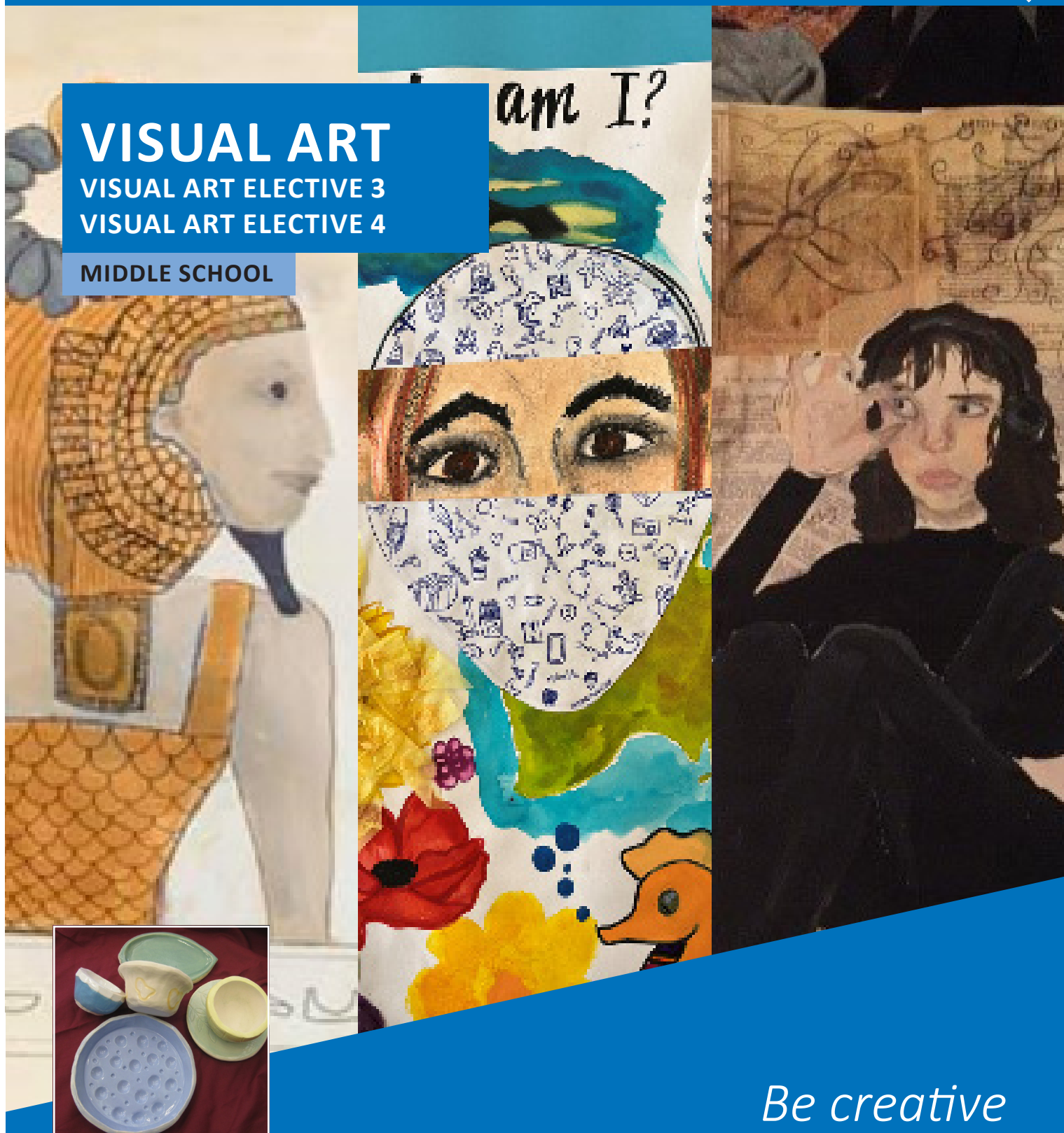


# VISUAL ART

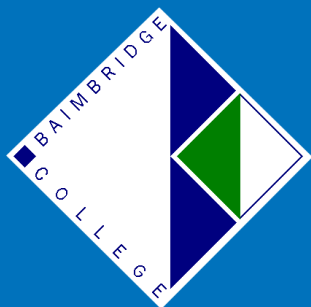
VISUAL ART ELECTIVE 3

VISUAL ART ELECTIVE 4

MIDDLE SCHOOL



*Be creative  
Use your imagination  
Develop skills, have fun  
and enjoy the Visual Arts  
and more...*





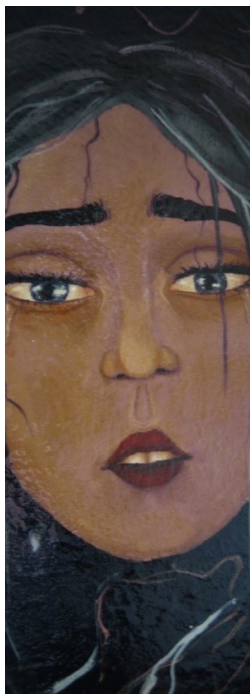
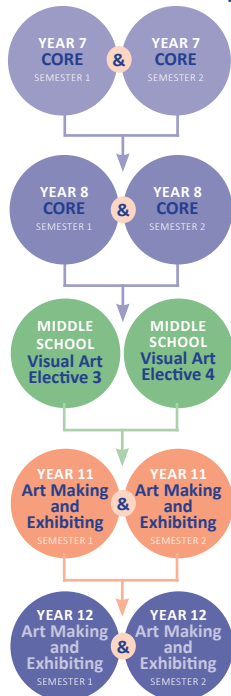
# VISUAL ART

## VISUAL ART ELECTIVE 3

## VISUAL ART ELECTIVE 4

### MIDDLE SCHOOL

#### Art Pathway



### Art Electives

#### Visual Art Elective 3

Visual Art Elective 3 is designed to engage students in art making activities that expand their curiosity, imagination, creativity, and enjoyment of the Visual Arts.

The aim is to provide an opportunity for students to explore new and original content not covered in the Visual Art electives 1 or 2. The intention is for students to experience a variety of topics and artforms; photography, drawing, painting, printing, digital media, collage, ceramics, sculpture, jewellery. Students are encouraged to create their own art projects and develop individual learning plans that enable the pursuit of personal interests in a fun and creative learning environment.

In addition to art class at school, students engage activities outdoors at site specific locations in the local environment. Furthermore, students are invited to attend local excursions at the Hamilton Gallery and the MUD Gallery. Students also virtually travel to art exhibitions at galleries and museums in; New York, Spain, Abu Dhabi and Venice.

The focus of the visual art elective is on developing a deeper understanding of the unique qualities and characteristics of materials relevant to specific artforms so that students can develop the art making skills and vocabulary, which enables students to describe and discuss the art making processes. Students learn how to; research so that we can find inspiration and generate personalised ideas based on a core theme or topic, plan, design and practice, explore subject matter possibilities, tools, equipment, and technologies so that we can create, make and present artworks in exhibitions for others to enjoy. Ultimately, students learn how to express personalised ideas, views and opinions and to raise awareness of the pathways and opportunities available in the visual arts.

#### Visual Art Elective 4

The Visual Art Elective 4 course of study is designed to expand curiosity, imagination, creativity, and enjoyment of the Visual Arts. The aim is to provide the opportunity for students to explore new and original content not covered in the Visual Art electives 1, 2 or 3.

Visual Art students in Middle School engage students in activities outdoors at site specific locations in the local environment. Furthermore, students are invited to attend local excursions at the Hamilton Gallery and the MUD Gallery. Students also virtually travel to art exhibitions at galleries and museums in; New York, Spain, Abu Dhabi and Venice.

The focus is on creating opportunities and pathways so that students can develop individual learning plans that combine the opportunity to explore preferred artforms with the ability to make independent choices and decisions. Visual Art students learn to extend their knowledge and skills and continue the journey of discovery. The intention is for students to experience the art making process and to pursue personal interests and artforms. Students learn to; research and find inspiration based on a core theme or topic, to generate ideas, to express views and opinions. To plan, design and practice, to explore subject matter possibilities and to apply materials using a variety of tools, equipment, and technologies so that students can make and present artworks for others to enjoy.

The aim is to provide students with the opportunity to express personalised views and opinions and to raise awareness of the pathways and opportunities available in the visual arts. Students can choose to explore; Architecture, Drawing, Illustration, Painting, Ceramics, Sculpture, Installation, Print Making, Fashion Design, Digital Art, Graphic Design, Photography, Film, Animation, Environmental design, Collage, Mixed Media, Jewellery.

