



**KINROSS
COLLEGE**

Believe · Act · Achieve

Year 10 Course Outlines

Semester 1 - 2017



**KINROSS
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Dear Parent/Caregiver

The information contained in this booklet outlines the key curriculum content and assessment which will be covered for students at Kinross College for Semester 1 2017.

The exact timing of assessments may vary from this outline, however the general curriculum plan will remain in place and students will be notified in advance of any prospective changes.

I would suggest that you read through the information with your child and help them to prepare for the heaviest assessment periods. This could be done by working out a study plan and creating a space at home where completion of work and study can be conducted away from the hustle and bustle of family life.

In order to ensure each student is catered for, all students have been allocated a TAG teacher. Students will see their TAG (Teacher Advisory Group) teacher, in TAG class for a 40 minute session each Thursday, as well as at specially organised times or events. The TAG teacher, as well as, at specially organised times or events. The TAG teacher is often the best 'first point of contact' in many cases regarding your child on either a pastoral or academic front. Alternatively, you could contact relevant subject teachers directly. Year Coordinators can also be a useful contact. The Year 10 Coordinator is Miss Melissa Posener, who can be reached on 9306 6000 or melissa.posener@education.wa.edu.au.

In the booklet, nearly all subjects offered to Year 10 students have been included. Some additional outlines will be added in the near future. Please note that semester-based courses may have less than 100% of assessment schedule, due to ongoing assessment next term. Updates to curriculum information will be provided via an e-bulleting link as they occur.

If you have any curriculum queries, please contact the relevant Head of Faculty.

Regards

Dale Beaton

Associate Principal (School Services)

(08) 9306 6000

February 2017

Faculty of English
Year 10 English
 Semester 1 2017

Week	Key Concepts/Essential Content:	Assessment/Weighting
Term 1 Week	Year 10 Students at Kinross College create a range of texts coactively. They begin to develop their functional motors required for written communication. Students develop their core strength and shoulder stability. They coactively use different materials for drawing and develop their gripping skills.	
1	<p><u>SHORT STORY WRITING</u></p> <p>Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)</p> <p>Intro Go through outline and assessments Entry Level Testing Essay Structure</p> <ul style="list-style-type: none"> ➤ Components ➤ How to plan an essay <p>Reading Log (5%) Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)</p>	<p>Ongoing Assessments <i>Spelling: Extension Vocabulary</i> Journal Writing (5%). Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)</p>
2	<p>Experience and respond to different types of literary texts in various modes (ACELT1785a)</p> <ul style="list-style-type: none"> ➤ Narrative Conventions including setting and P.O.V or Viewpoint of narrative ➤ Use of Humor, irony, exaggeration, or ridicule to expose and criticize peoples stupidity and vices. ➤ Symbolism <ul style="list-style-type: none"> • Identifying theme in narratives, coding recurring words and themes • Asking Questions • Making clear judgments and analysis of the text <p><u>Students can:</u> <u>Use a short story of your choice to provide examples of the above</u> Recognise a familiar event or character during shared reading or viewing of text (ACELT1578b)</p>	<p>Short Story Analysis Short Answer 10%</p>
3	<p>Experience texts with different features, events and characters and respond to different literary texts (ACELT1578a)</p> <p>How to analyse common assessment short story (Victim) 2 lesson</p> <ul style="list-style-type: none"> • Placing text into categories • Categorizing information • Summarizing paragraphs 	<p><i>Essay planning for assessment</i> Analytical essay (15%)</p>
4	<p>Select image to be used in a short text about a special event (ACELY1651b)</p> <p>Characterisation (4 lessons)</p> <ul style="list-style-type: none"> ➤ Making personal Connections 	
5	<p>Characterisation Finding examples of Characterisation (1-2lessons)</p> <p>Characterisation assessment (1 lesson essay planning 1 lesson essay writing assessment)</p>	<p>Character Analysis essay (10%)</p>

Week	Year 10 English Term 1 2017 (Continued) Key Concepts/Essential Content	Assessment/Weighting
6-7	<p><u>NOVEL STUDY</u></p> <ul style="list-style-type: none"> • Evaluate the social, moral and ethical positions represented in texts (ACELT1812) • Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754) • Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) <p>Identify and Understand novel conventions Gathering evidence making predications (How will the story develop) Read and comprehend the novel</p>	Respond to vocabulary used in everyday experiences (ACELA1437a)
8	<p>React to a variety of imaginative and informative texts (ACELY1648a) Examine Characterisation Use reading strategies to read and comprehend the text Test text knowledge and comprehension</p>	
9	<p>Experience texts with different features, events and characters and respond to different literary texts (ACELT1578a) Use reading strategies to read and comprehend the text Compare and evaluate a range of representations of individuals in different historical, social and cultural context Identify and analyse novel themes Test text knowledge and comprehension</p>	
10	<p>Analyse and evaluate text structures and language features of literary texts and make relevant thematic and inter-textual connections with other texts (ACELT1774) Essay writing.</p>	Novel Essay (15%)

Faculty of English
Year 10 English
 Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 2 Week 1	<p>NOVEL STUDY</p> <ul style="list-style-type: none"> Evaluate the social, moral and ethical positions represented in texts (ACELT1812) Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754) Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) <p>Intro Go through outline and assessments Entry Level Testing Essay Structure</p> <ul style="list-style-type: none"> ➤ Components ➤ How to plan an essay <p>Reading Log (5%) Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (ACELY1753)</p>	<p>Ongoing Assessments <i>Spelling: Extension</i> <i>Vocabulary</i> Journal Writing (5%) Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)</p>
2	Identify and Understand novel conventions Gathering evidence making predications (How will the story develop) Read and comprehend the novel. Identify new vocabulary. Use reading strategies to read and comprehend the text	
3	Examine Characterisation Compare and evaluate a range of representations of individuals in different historical, social and cultural context Use reading strategies to read and comprehend the text Identify new vocabulary	<p>Character Analysis %</p>
4	Identify and analyse novel themes Test text knowledge and comprehension. Identify new vocabulary	
5-6	<p>SHORT STORY WRITING –Independent writing</p> Review	<p>Creative writing %</p>
7	EXAM	<p>30%</p>
8	<p>Media and Advertising</p> Use of colour, copy and framing Symbolism, comparisons and juxtapositions Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. Journal writing.	
9	<p>Media and Advertising</p> Intended audience Representations of gender, race and class Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts , through language, structural and/or visual choices (ACELY1749)	
10	<p>Media and Advertising</p> Analyse and report on an advertisement of your choice Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)	

Year 10 MATHEMATICS

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1 Week 1-4	Measurement: Surface Area and Volume <ul style="list-style-type: none"> Review of prisms and cylinders Pyramids Cones Spheres Enlargement 	1: Area, Surface area and Volume test (15%)
5-8	Number and Algebra: <ul style="list-style-type: none"> Simplifying algebraic expressions Expanding algebraic expressions Factorising algebraic expressions Multiplying and dividing algebraic fractions Adding and subtracting algebraic fractions Using Index laws to simplify products and quotients of algebraic fractions 	2: Expanding, Factoring and Indices test (15%)
9-10	Statistics and Probability: <ul style="list-style-type: none"> Review probability Venn diagrams Two-way tables Conditional probability Using tree diagrams Independent events 	3: Probability Investigation (15%)
Term 2 Week 1-2	Number and Algebra: <ul style="list-style-type: none"> Plotting straight lines Midpoint and length of a line segment Exploring gradient 	
3-4	Number and Algebra: <ul style="list-style-type: none"> Solving linear equations Using formulas Linear inequalities 	4: Inequalities test (15%)
5-6	Measurement and Geometry: Review of Congruency and Similarity <ul style="list-style-type: none"> Parallel lines, triangles, quadrilaterals and polygons Congruent triangles (proofs) Similar triangles 	
7	Exam week	5: Exam (30%)
8-10	Number and Algebra: <ul style="list-style-type: none"> Parallel and perpendicular lines Sketching with x- and y- intercept Direct and Inverse proportion Solving simultaneous equations graphically, using substitution and elimination 	

Please note that dates are guidelines only and may change to suit teacher/student needs.

Year 10 MATHEMATICS - Academic Extension

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1 Week 1-4	Measurement: Surface Area and Volume <ul style="list-style-type: none"> Review of prisms and cylinders Pyramids Cones Spheres Enlargement <i>Use authentic situations to apply knowledge and understanding of surface area and volume</i> 	1: Area, Surface area and Volume test (15%)
5-8	Number and Algebra: <ul style="list-style-type: none"> Simplifying algebraic expressions Expanding algebraic expressions Factorising algebraic expressions Multiplying and dividing algebraic fractions Adding and subtracting algebraic fractions Using Index laws to simplify products and quotients of algebraic fractions <i>Algebraic long division</i> <i>The Factor and Remainder Theorems</i> <i>Logarithm laws</i> <i>Exponential equations using logarithms</i> 	2: Expanding, Factoring and Indices (15%)
9-10	Statistics and Probability: <ul style="list-style-type: none"> Review probability Venn diagrams Two-way tables Conditional Using tree diagrams Independent events 	3: Probability Investigation (15%)
Term 2 Week 1-2	Number and Algebra: <ul style="list-style-type: none"> Plotting Straight lines Midpoint and length of a line segment Exploring gradient 	
3-4	Number and Algebra: <ul style="list-style-type: none"> Solving linear equations Using formulas Linear inequalities 	4: Inequalities test (15%)
5-6	Measurement and Geometry: Review of Congruency and Similarity <ul style="list-style-type: none"> Parallel lines, Triangles, Quadrilaterals and Polygons Congruent triangles (Proofs) Similar triangles <i>Circle and chord properties</i> <i>Angle properties of circles</i> 	
7	Exam week	5: Exam (30%)
8-10	Number and Algebra: <ul style="list-style-type: none"> Parallel and Perpendicular lines Sketching with x- and y- intercept Direct and Inverse proportion Solving Simultaneous equations graphically, using substitution and elimination <i>Irrational numbers and surds</i> <i>Perform the four operations with surds</i> 	

Please note that dates are guidelines only and may change to suit teacher

SCIENCE COURSE OUTLINE SUMMARY 2017

The Science curriculum for 2017 will be delivered in 16 week blocks, with most topic rotations occurring half way through. For example, three Year 9 classes will study Biology and the other three will study Chemistry. After 7-8 weeks they will swap topics. This time frame allows for sufficient depth in a course, whilst also providing students with sufficient breadth. It also maximises the resources available to staff teaching each topic. Classes will continue to run right up to the holiday break, with a quick revision at the start of the next term, followed by continuation of the topic, thus maximising effective teaching time.

Two full rotations of 16 weeks allows for most of Term 4 to be negotiated with students to best reflect their area of interest and need. For example Year 10 students wishing to study more difficult Science subjects in Year 11 will be encouraged to select extension classes. A focus on process skills can also occur during this time. Students in Years 7-9 will study courses that will assist their learning in the following year. e.g Year 8s will study Biology (body parts) to assist their Year 9 Biology course (Body system interactions).

Please encourage your child to retain their notes over the holidays for study purposes.

ASSESSMENT AND REPORTING

Process skills will be assessed continuously throughout the year. Knowledge and understanding of specific Science fields will depend on the topics being taught in each rotation.

The Semester 1 report will reflect achievement from the first rotation (i.e. the first 16 weeks of the year). The Semester 2 report will reflect achievement in the second rotation.

If you have any questions regarding your child's education in Science please contact me at the College on 9306 6000.

Dennis Majekodunmi
HOD Science
Kinross College
Semester 1 2017

Faculty of Science
Year 10 SCIENCE
 Semester 1 2017

Week	Lesson Titles and MLO	Assessment / weightings.
Term 1	1. Science as a human endeavour: Scientists review the research of other scientists.	Pre-test: Assessing prior knowledge. Genetics.
Week 1	2. DNA consists of a sugar-phosphate backbone and for complimentary nitrogen bases.	
Topics - Genetics	3. Chromosomes are DNA molecules carrying genetic information.	
2	1. Mitosis forms new somatic cells. 2. Meiosis forms gamete cells. 3. Alleles can produce dominant or recessive traits.	
3	1. Alleles for blood group traits co-dominate. 2. Alleles on the sex chromosomes produce sex-linked traits. 3. Inheritance of traits can be shown on pedigrees.	
4	1. Mutations are changes in the DNA sequence. 2. Science as a human endeavour: Genes can be tested. 3. Science as a human endeavour: Genes can be manipulated.	
5	1. Science as a human endeavour: Genetic engineering is used in medicine. 2. Topic review. 3. End of topic test.	Assessing progress and understanding. End of topic test: Genetics Weighting 15%
6	1. Science as a human endeavour: Darwin and Wallace were co-conspirators. 2. Natural selection is the mechanism of evolution. 3. Different selection pressures cause divergence. 4. Similar selection pressures cause convergence.	Pre-test: Assessing prior knowledge. Evolution.
Evolution.		
7	1. Fossils provide evidence of evolution. 2. Multiple forms of evidence support evolution. 3. DNA and proteins provide chemical evidence for evolution.	
8	1. Humans artificially select traits. 2. Science as a human endeavour: Natural selection affects the frequency of alleles. 3. Topic review. 4. End of topic test.	Assessing progress and understanding. End of topic test: Evolution Weighting 15%
9	1. Displacement is change in position and direction. 2. Velocity is speed with direction. 3. Acceleration is change in velocity over time.	Assessing prior knowledge. Motion and Energy.
10	1. An object in motion remains in motion until a force acts upon it. 2. Force equals mass x acceleration. 3. Each action has an equal and opposite reaction.	

Faculty of Science
Year 10 SCIENCE
 Semester 1 2017

Weeks	Key Concepts/Essential Content	Assessment/Weighting
Term2 Week 1 Topic - Motion and energy continued.	1. Momentum is conserved in a collision. 2. Work occurs when an object is moved or rearranged. 3. Energy can be calculated. 4. Energy is always conserved.	
2	1. Science as a human endeavour: car safety features require an understanding of Newton's laws and momentum. 2. Topic review. 3. End of topic test.	Assessing progress and understanding. End of topic test: Motion and Energy. Weighting 15%
3 The Universe.	1. Science as a human endeavour: the universe was studied by the early Australians. 2. The earth is in the Milky Way. 3. Stars have a life cycle.	Assessing prior knowledge: The Universe.
4	1. The galaxies are moving apart. 2. The Big Bang theory is supported by evidence.	
5	1. Science as a human endeavour: Technology aids cosmological research. 2. Topic review 3. End of topic test.	Assessing progress and understanding. End of topic test: Motion and Energy. Weighting 15%
6	Revision and catching up	
7	End of Semester 1 Exams. Exam week. Exam will cover the following topics: Genetics. Evolution. Motion and energy The universe.	End of semester 1 exams Weighting 20%
8 - 9	Two weeks research assignment to be decided.	Weighting 15%

Year 10 SCIENCE

Semester 2 2017

Topics	Lesson Titles and MLO	Assessment and weightings.
Term 1 Week 1 The Periodic table	1. Science as a human endeavour: Scientist refine theorise and models over time. 2. The structure of an atom determines its properties. 3. Groups in the periodic table have properties in common.	Pre-test: Assessing prior knowledge. Periodic table.
2	1. Non-metals have properties in common. 2. Metal cations and non-metal anions combine to form ionic compounds. 3. Non-metals combine to form covalent compounds.	
3	1. Metals form unique bonds. 2. Science as a human endeavour: Nanotechnology involves the specific arrangements of atoms. 3. Topic review. 4. End of topic test.	Assessing progress and understanding. End of topic test: The Periodic table. Weighting 15%
4 Chemical reactions.	1. Synthesis and decomposition reactions can be represented by equations. 2. Acid reactions depend on strength and concentration. 3. The solubility rule predicts the formation of precipitates.	Pre-test: Assessing prior knowledge. Chemical reactions.
5	1. Combustion reaction between hydrocarbons and oxygen produces carbon dioxide, water and energy. 2. Polymers are long chains of monomers. 3. Temperature, concentration, surface area and stirring affect reaction rates.	
6	1. Catalyst increases the rate of a reaction. 2. Science as a human endeavour: Green chemistry reduces the impact of chemicals on the environment. 3. Topic review. 4. End of topic test.	Assessing progress and understanding. End of topic test: Chemical reactions. Weighting 15%
7 Global systems.	1. The earth's spheres are balanced. 2. Matter cycles through the Earth's spheres. 3. The water cycle is a global cycle.	Pre-test: Assessing prior knowledge: Global systems.
8	1. Human activity affects the carbon cycle. 2. Evidence supports enhanced global warming. 3. Enhanced global warming has widespread effects.	
9	1. Science as a human endeavour: Humans can reduce global warming. 2. Topic review. 3. End of topic test.	Assessing progress and understanding. End of topic test: Global systems. Weighting 15%
10	Revision and catch up	

Topics	Yr 10 Science (Continued) Semester 2, Term 2 Lesson Titles and MLO	Assessment and weightings
Term 2	Assessed research assignment that has yet to be decided.	Weighting 15%
Week		
1		
2		
3	End of semester 2 exam prep and catch up.	
4	End of semester 2 exam prep and catch up.	
5	End of Semester 2 Exams. Exam week. Exam will cover the following topics: The periodic table. Chemical reactions Global systems	End of Semester 2 Exams. Weighting 20%.

Please note that dates are a guide only and may change to suit teacher/student needs.
Weighting goes on a 16 week cycle.

Year 10 Geography: Environmental Challenges + Global Well-being

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1	<u>GEOGRAPHY</u>	
Week 1	Setting the scene: <ul style="list-style-type: none"> • Class/individual expectations – bookwork set up. • Revision of Geographical Concepts 	
2	Environmental Interactions <ul style="list-style-type: none"> • Climate • Creating microclimates • The structure of the Atmosphere 	
3	Climate Change <ul style="list-style-type: none"> • The greenhouse effect • The history of climate change • Is the climate changing? • Global warming 	
4	Global warming <ul style="list-style-type: none"> • Causes of global warming • Impacts of global warming • Solutions to global warming 	Topic Test 10%
5	Research Project <ul style="list-style-type: none"> • Comparing Global warming solutions 	Assignment - Content 10% Research component 5%
6	Global Well-being <ul style="list-style-type: none"> • Maslow' Hierarchy of needs • Exploring aspects of human well-being • Understanding global well-being indicators • Measuring well-being 	
7	Improving well-being <ul style="list-style-type: none"> • The connection between well-being and geography • The connection between well-being and population • Methods for improving global well-being • Human Rights • Global Millennium goal • Global inequities 	
8	Australian Well-being <ul style="list-style-type: none"> • Exploring population characteristics and well-being • Comparing Australia to our global neighbours 	In Class Task 10%
9	Examine the key features & values of Australia's system of government: <ul style="list-style-type: none"> • Democratic elections • Separation of powers 	
10	Compare Australia's system of government with another country – Indonesia	

Year 10 Civics & Citizenship: Justice At Home & Overseas

Semester 1 2017

	Key Concepts & Essential Content	Assessment/Weighting
Term 2	Investigate Australia's roles and responsibilities at a global level e.g. foreign aid, peacekeeping & participating in the UN	Assignment – Content 10%
Week		Research Component 5%
1		
2	The role of the High Court including interpreting the Constitution	
3	Convention of the Rights of the Child, Declaration on the Rights of Indigenous Peoples	In Class Assessment 10%
4	The threats to Australia's democracy such as organised crime, corruption and lawlessness	Topic Test 10%
5	Completion of both units: Geography and Civics & Citizenship: Ensuring key concepts are understood by students	
6	Examination preparation	
7	Examination Week	Examination 30%
8	Research skills: Questioning <ul style="list-style-type: none"> Devising a range of questions to assist research Using keyword when researching 	Teacher Feedback
9	Research skills: Using quality sources <ul style="list-style-type: none"> Checking for bias Looking at relevance Using a variety of sources: not just the internet 	Teacher Feedback
10	Research skills: Writing a bibliography <ul style="list-style-type: none"> Using a structured format to record references 	Teacher Feedback

Year 10 Philosophy Elective

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1 Week 1	<ul style="list-style-type: none"> Professional Development Days – pupil free 	
2	Introduction <ul style="list-style-type: none"> What is philosophy? What do philosophers question? 	
3	What is beauty? <ul style="list-style-type: none"> Ancient philosophers view on beauty <ul style="list-style-type: none"> Plato Socrates Is beauty in the eye of the beholder 	
4	What is beauty? <ul style="list-style-type: none"> Investigate different perspectives of beauty Complete retrieval chart Respond to the question: What is beauty? 	In Class Assessment 10%
5	What is the meaning of life? <ul style="list-style-type: none"> Discuss their personal ideas about the meaning of life? Review Aristotle’s point of view on the meaning of life. 	Assignment: Philosopher’s Task 20%
6	The meaning of life. <ul style="list-style-type: none"> Evaluate the meaning of life according to a wide range of people. Students to respond in their journal 	
7	What is Socratic thinking? <ul style="list-style-type: none"> Investigate the tactics used by Socrates Devise their own Socratic questions 	
8	The Philosophy of Homer Simpson <ul style="list-style-type: none"> Read a number of Simpson’s quotes and discuss which (if any) are philosophical 	In Class Task 10%
9	Do you have a philosophy? <ul style="list-style-type: none"> Making your personal philosophy 	
10	Which Philosopher do you connect with? <ul style="list-style-type: none"> Investigate which philosopher your personal philosophy aligns with. 	

Year 10 Philosophy Elective

Semester 1 2017

Week	Key Concepts & Essential Content	Assessment/Weighting
Term 2 Week 1	What is Art? Students explore what art is by debating its definition. Use a retrieval chart to record their findings.	
2	What is Art? Complete an in class assessment on the topic "what is art?"	In Class Assessment 10%
3	Defines good and evil Investigate different belief systems. Complete a Venn Diagram in order to identify the similarities and differences between belief systems.	In Class Assessment 10%
4	What is freedom? Is the idea of freedom a human construct? Can anyone truly be free?	Assignment 20%
5	What is truth? Is the truth the same as a fact? Do facts remain constant? Have you told the truth even though you elected to omit some information?	
6	What is love? Discover the states of love according to philosophers Explore the notion if love is enduring or is meant to pass	
7	Examination Week – No Electives	No Electives
8	Philosophical Ideas In Music <ul style="list-style-type: none"> • Devising a range of questions to assist research • Using keyword when researching 	Portfolio 20%
9	The application of philosophy <ul style="list-style-type: none"> • Is it worse to fail or never attempt it in the first place? Students discuss a number of questions and use Socratic questioning techniques 	
10	Course Reflection Students provide feedback on <ol style="list-style-type: none"> 1. Course Content 2. Delivery of Content 3. Activity Types 4. Assessment 	

Year 10 HEALTH & PHYSICAL EDUCATION

Physical Education

Semester 1 2017

Students will participate in 2 specialised sports programs with a shift in focus from consolidating sport specific skills to developing advanced skills and strategies for their elected sport. All students will commence an athletics program for the remaining weeks of Term 2, which will lead into second semester. However, this program will not be included in the semester 1 assessment schedule.

Week	Key Skills and Strategies	Assessment/Weighting
Term 1 Week 1	<ul style="list-style-type: none"> - Revise fundamental skills through individual & partner practice, drills and modified games. - Revise understanding of rules and court / field positioning. - Revise basic offensive and defensive game strategy through drills and game play. 	Informal assessment of fundamental skills.
2 - 3	<ul style="list-style-type: none"> - Develop and apply 'sport specific' skills through individual & partner practice, drills and modified games. - Develop and apply a range of game specific strategies. - Develop an understanding of strategic court / field positioning responsive to game situations. 	Informal assessment of focus skills & strategies.
4 - 6	<ul style="list-style-type: none"> - Develop and apply a range of advanced skills and strategies responsive to game situations. - Develop an understanding of strategic court / field positioning responsive to game situations. - SEPEP – fixtured games (application of skills and game strategy) - Umpiring – each team participates in an umpiring roster (application of self-management & interpersonal skills) - Student directed warm-ups and pre-game training. (application of self-management & interpersonal skills) 	Assessment of self-management skills & Interpersonal skills. 20%
7 - 8	Finals - Students play finals	Assessment of focus skills & game strategies. 30%
9	Change Sports <ul style="list-style-type: none"> - Revise fundamental skills through individual & partner practice, drills and modified games. - Revise understanding of rules and court / field positioning. - Revise basic offensive and defensive game strategy through drills and game play. 	Informal assessment of fundamental skills.

Year 10 HEALTH & PHYSICAL EDUCATION

Physical Education

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 2 Week 1 - 2	- Develop and apply 'sport specific' skills through individual & partner practice, drills and modified games. - Develop and apply a range of game specific strategies. - Develop an understanding of strategic court / field positioning responsive to game situations.	Informal assessment of focus skills & strategies.
3 - 5	- Develop and apply a range of advanced skills and strategies responsive to game situations. - Develop an understanding of strategic court / field positioning responsive to game situations. - SEPEP – fixtured games (application of skills and game strategy) - Umpiring – each team participates in an umpiring roster (application of self-management & interpersonal skills) - Student directed warm-ups and pre-game training. (application of self-management & interpersonal skills)	Assessment of self-management skills & Interpersonal skills. 20%
6 - 7	Finals - Students play finals	Assessment of focus skills & game strategies. 30%
8 - 10	Athletics: Students will develop skills and techniques for a range of athletics events. They will also complete trials for each event which is how they qualify to compete at the College Athletics Carnival. Events include; - 100m & 200m (sprint events) Running posture, arm action, leg action, starts & finishes. - 800m (distance event) Pace, judgment and tactics. - Hurdles Body position, rhythm & stride, arm action and leg action. - Relays (4x100) Baton changes, change-over zone, maintaining speed and acceleration. - Long, Triple & High (jump events) Run-up, take-off, flight and landing phases. Scissor kick progressing into the flop for high jump. - Shotput & Discus (throw events) Throw technique, weight transfer, body rotation and release.	Assessment of Focus skills. - Trial data is recorded for each year and gender group. - Assessment of Self-management skills. - Completion of all event trials will indicate participation levels, this will be reflected in their Self-management grade Trial & participation data collected for athletics will contribute to next semester's grades.
Note – Students will rotate through the above events which will continue into next term leading up to the Athletics Carnival in week 8.		

Year 10 HEALTH & PHYSICAL EDUCATION

Health Education

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1		
Week 1	Relationships <ul style="list-style-type: none"> - Types of relationships - Changing relationships - Maintaining positive relationships - Relationships and sex (The law) - Bad relationships - Influences on relationships 	Weighting represents 50% of semester grade.
2	Sexual Activity <ul style="list-style-type: none"> - Terms, definitions, misconceptions 	
3 - 4	Contraception <ul style="list-style-type: none"> - Types available and how they work - Effectiveness / Cost - Advantages / Disadvantages – Risks & side effects. - Who would it be appropriate for? 	
5	Assessment Task – Mid Topic Quiz	- Assessment of Knowledge & Understanding. 20%
6	Unplanned Pregnancy <ul style="list-style-type: none"> - Who it can happen to (myths & stereotypes) - Things to consider when becoming a parent - Options and analysis of advantages / disadvantages - Genetic testing and modification – what do you think? 	
7 - 8	Sexually Transmitted Infections (STI's) <ul style="list-style-type: none"> - Types / definitions - Signs and symptoms - Transmission - Treatment / Prevention - HIV & AIDS 	
9	Assessment task – Test with Extended answer question	- Assessment of Knowledge & Understanding. 30%
10	Catch up week	

Year 10 HEALTH & PHYSICAL EDUCATION

Health Education

Semester 1 2017

Week	Key Concepts / Essential Content	Assessment/Weighting
Term 2 Over-view	Last term students began the School Drug Education And Road Aware (SDERA) Keys For Life Driver Education Program. This is a hands-on road safety program for pre-drivers. If they successfully meet all of the course requirements during class, they will be eligible to sit their Learner Driver's Theory Test at school at no cost.	<p>Weighting represents 50% of semester grade.</p> <p>Assessment tasks, quiz's, journal entries and scenario assessments throughout the program will contribute to student's Knowledge and Understanding grade – 30%</p> <p>Learner Driver Theory Test will contribute to student's Knowledge and Understanding grade – 20%</p>
1	Unit 1 – Becoming a driver (Licensing system, road rules, consequences of risk taking, making informed decisions, positive road safety attitudes)	
2	Unit 2 – Road Safety Facts. <ul style="list-style-type: none"> - Road safety issues and the over-representation of young people in WA road crashes. - Attitudes and values towards road safety issues and strategies to reduce risks for young road users. - Impact and consequences of crashes. - Accessing support 	
3 - 4	Unit 3 – Why crashes happen <ul style="list-style-type: none"> - Crash theory and the causal factors of road crashes - Characteristics of young people that increase their risk of road crash involvement. - The 'Big 4 Factors' – speed, fatigue, drink driving, restraints. 	
5	Assessment – Saving Lives Assessment Task	
6	Unit 4 – Practice, Practice, Practice <ul style="list-style-type: none"> - Importance of gaining extensive supervised driving practice in a range of conditions during Learner Phases 1 & 2 - Qualities of a suitable driving supervisor - Communication, negotiation and problem solving skills required to maintain a positive partnership with your driving supervisor 	
7	Unit 5 – On the road <ul style="list-style-type: none"> - Application of knowledge and skills as a future driver - Taking responsibility for own and other's safety and having a voice in changing road use culture - Planning ahead when socialising & travelling long distances and harm reduction strategies - Vehicle safety ratings and insurance. 	
8 - 9	Assessment – Getting Home Safely Assessment Task	
10	Learner Driver Theory Test. This test will determine pass or fail of Learner Driver Test. 80% pass	
<p>Note – The Keys For Life Driver's Education Program will contribute to 50% of student's Health grade for the semester.</p> <p>Also, in order for students to be eligible to sit their Learner Driver's Theory Test they must have;</p> <ul style="list-style-type: none"> Attended 80% of lessons (8 out of 10 lessons) Completed all 10 of the tasks in their 'Behind The Wheel' journal (which needs to be signed off by the driver who completed each task with them) Need to be 15 years old before they can sit the test. 		

Year 10 HEALTH & PHYSICAL EDUCATION

Outdoor Education

Semester 1 2017

Week	Key Concepts/Skills / Strategies	Assessment/Weighting
Term 1 Week 1	Introduction Team building challenges Cooperative games Reflection task	Team Challenge 1, 5%
2 - 3	Navigation - Pacing, compass work, navigating set courses.	Navigation Courses 1 and 2 5%
4 - 8	Beach safety and Risk identification Aquatic First Aid Beach fitness - Practical - Run, swim, run. Beach Rescue skills – Tubes, boards and initiatives	Assessment of fitness & rescue skills 10%
	Aquatic First Aid Cont. Snorkeling - Safety, buddy system, snorkeling skills, gear, snorkeling in open water. Snorkeling in local marine environments	Snorkeling skills 10%
9	Surf Lifesaving Presentation task	Assessment Task 10%
Term 2 Week 1 – 6 Theory	Team Challenge Camp Cooking - Different cooking equipment, use of fire & cooking requirements. Menu planning. Camp cooking assessment Problem solving / survival task	Team Challenge 2, 5% Menu Planning and application of skills 10% Survival task 10%
2 – 6 Practical	Surfing – Surf safety and etiquette. Reading waves. Standing Up. Maneuvering the board.	Surfing skills 10%
	Kayaking - Safety considerations, different strokes, capsize and rescue techniques, tying down the trailer, launching & retrieving etc	Kayaking skills 10%
7 Theory	Cycling Theory - Safety, risk identification, planning cycle routes using local area, distance, topography and group ability.	Route planning 5%
8 - 10	Practical – Cycling using local cycle paths. Cycle/Climb - Cycle to rock climbing in Joondalup	Cycling 10%

Year 10 HEALTH & PHYSICAL EDUCATION

Physical Recreation - Sports Fun

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1 Week 1 - 2	Introduction to: - What is the Sportsfun program? - What is modified sport? - What are fundamental movement skills? - Stages of skill development. Roles and characteristics of an effective leader / coach. - Behaviour management. - Risk assessment & safety.	
3 - 4	Planning & practice: - Programming. - Lesson plans - Assessed. - Practice coaching sessions. - Reflection.	- Assessment of leaders' Self-management skills. 10%
5 - 7	Coaching and Reflection: - Leaders implement planned coaching sessions with Kinross Primary students. - Leaders reflect on individual and group performance. - Program review & goal setting.	- Assessment of leaders' Self-management & Interpersonal skills. 20%
8 - 9	Umpiring: - Students choose a sport to umpire in pairs. The rest of the class participates while umpires are assessed. (First half of the class assessed term 1, second half term 2)	- Assessment of leaders' Self-management & Interpersonal skills. 10%
Term 2 1 - 2	Planning:- Leaders plan their second 4 week coaching program (different sport & new group of primary students). - Lesson plans - Assessed	- Assessment of leaders' Self-management skills. 10%
3 - 6	Coaching and Reflection: - Leaders implement planned coaching sessions with Kinross Primary students. - Leaders reflect on individual and group performance.	- Assessment of leaders' Self-management & Interpersonal skills. 25%
7 - 9	- Leaders finalize umpiring evaluations. - Planning for tabloid session.	- Assessment of leaders' Self-management & Interpersonal skills. 15%
10	Implementation: - Leaders work collaboratively to coordinate a large scale 'tabloid session' for all Primary students.	- Assessment of leaders' Self-management & Interpersonal skills. 10%

Year 10 HEALTH & PHYSICAL EDUCATION

Physical Recreation - Aquatic

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1 Weeks 1-10 S U R F I N G	THEORY SESSION # Surf Safety - Duty of care and the Good Samaritan Law - Risk identification, assessment and management - Surf awareness and skills # Senior First Aid Course - Recognising emergencies, legal considerations, OHS - Primary & Secondary Survey - Resuscitation - Recognising symptoms and providing treatment for a range of first aid (injury / illness) scenarios.	Risk identification and action plan task. 5% Book completion. 5%
	PRACTICAL SESSIONS - Fitness assessment - Risk identification and analysis - Basic surfing technique - Board control - Best practice in the ocean / surf etiquette	Skills for surfing 25%
Term 2 1 - 10 B R O N Z E M E D A L L I O N	THEORY SESSION # Senior First Aid Course Cont. # Bronze Medallion – theory component - Water safety and hazard identification - Managing risks in aquatic environments - Chain of survival / emergency care procedure - Revise first aid scenarios specific to Bronze course	- Resuscitation. 10% - Single and multiple casualty scenarios. 10% - Theory exam (SFA) 10% - Theory Exam (BM) 10%
	PRACTICAL SESSION - Fitness component - Rescue entries & exits - Rescues (types & priorities) - Defensive and escape techniques - Contact tow (types & techniques) - Search and rescue - Retrieve and resuscitate - Spinal rescues and management - Survival skills - Initiatives	All practical components of the Bronze Medallion are assessed. As this is a competency based course, participants must be deemed competent in all components in order to qualify for achieving the Bronze Medallion Award. Practical components contribute to 25% of semester grade.

Year 10 HEALTH & PHYSICAL EDUCATION

Physical Education Studies

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1 Week 1	Introduction / outline / scheme of assessment	Weighting represents 20% of course grade.
2	Major functions of the skeletal system Major bones of the skeleton	
3	Major bones of the skeleton Types of bones (long, short, flat, irregular)	
	Basketball	
4	Anatomical Planes Types of joints Revision for skeletal system test	
	Basketball	
5	Skeletal System Topic Test	Skeletal System Test (K&U) 5%
	Basketball	
6	Functions of the muscular system Types of muscles (skeletal, smooth, cardiac) Major muscles of the human body	
	Basketball	
7	How muscles produce movement Movements allowed by different joints Body types and sport performance	
	Basketball	
8	Muscular system revision	Basketball Skills Assessment (SPA / SMS / IPS) 10%
	Basketball	
9	Muscular System Topic Test	Muscular System Test (K&U) 5%
	Basketball	
10	Major components of blood Blood vessels	
	Basketball	

The assessment breakdown in the above table highlights: the practical skills, **Skills for Physical Activity (SPA)** theory **Knowledge and Understanding (K&U)**, **Self-management skills (SMS)** and **Interpersonal skills (IPS)** that students will be assessed on throughout the semester.

Year 10 HEALTH & PHYSICAL EDUCATION

Physical Education Studies

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 2 Week 1	Function of the circulatory system	Weighting represents 30% of course grade
	Anatomy of the circulatory system	
	Volleyball	
2	Function of the respiratory system	
	Structure of the respiratory system	
	Volleyball	
3	Gaseous exchange in the lungs	
	Breathing process (inspiration, expiration)	
	Lung volumes	
	Volleyball	
4	Immediate response of the cardiovascular system to physical activity	Volleyball Skills Assessment (SPA) 10%
	Volleyball	
5	Revision for cardiovascular system topic test	Volleyball Theory Test (K&U) 5%
	Volleyball	
6	Cardiovascular System Topic Test	Cardiovascular System Topic Test (K&U) 5%
	Volleyball	
7	Components of health related fitness	
	Components of performance related fitness	
	Volleyball	
8	Health-related fitness written assignment handed out	
	Fitness testing (strength, flexibility, power, speed)	
	Volleyball	
9	Fitness testing (agility, coordination, body composition, muscular endurance)	
	Triathlon	
10	Developing a fitness profile from fitness testing results	Fitness Assignment Due (K&U, SMS) 10%
	Fitness assignment work in class	
	Triathlon	
<p># The assessment breakdown in the above table highlights: the practical skills, Skills for Physical Activity (SPA), theory Knowledge and Understanding (K&U), Self-management skills (SMS) and Interpersonal skills (IPS) that students will be assessed on throughout the semester.</p>		

Please note that dates are a guide only and may change to suit teacher / student needs.

YEAR 10 PHYSICAL RECREATION AQUATIC –

Semester 1 2017

TERM 1 – BRONZE MEDALLION			TERM 2 - SURFING		
Week	Practical Session (Arena)	Theory Sessions (School)	Week	Session 1	Session 2
1	- Introduction - Rescue Awareness (Hazards identification). Characteristics of a person in difficulty (order of rescue) (AT SCHOOL – WK 1)	- Rescue principles – steps in a rescue (AAAA) - Primary /Secondary survey	1	-Introduction -Beach Safety (Risk assessment and identification) -Marine (man-made/natural) -Complete ‘spot the hazard’	-Types of waves -Wave formation -Rip and currents
2	- Timed swim- (400m / 13mins) Rescue entries / exits	- Resuscitation - First Aid techniques , choking & hypothermia	2	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.
3	- Rescues - Talk/Reach/Throw/Swim/ Defensive Position/Tow - Reverse, hold, release, block	- First Aid Techniques - shock & bleeding asthma treatment	3	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.	Looking at the history of surfing in Australia- DVD
4	- Tow technique & practice	-Soft tissue injury - Head & spinal injury	4	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.
5	- Timed Tow- 3mins/15 secs - Search Patterns - Search/Retrieve/Resuscitate	- Marine bites & stings - Substance abuse - MSD’s	5	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.	Looking at surfboard design/different parts of surfboards. Silent card shuffle
6	- Spinal Management (Vice Grip & Extended arm rollover)	- Single Casualty Scenarios - Prioritising multiple casualties	6	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.

YEAR 10 Physical Recreation Aquatic (Continued)

Week 7	- Spinal rescue	- Multiple casualty scenarios - Multiple casualty scenarios	7	Practical- Complete risk analysis/ practical surfing lessons at Mullaloo Point.	Test -Written
8	- Survival Skills (Assessment) Compact & PFD entry/swim 50m, exit with PFD - Tread water 1min - HELP technique	- Resuscitation - Course revision & activities	8	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.
9	- Initiative practice	- Theory Test - Course evaluation & reflection	9	Practical- Complete risk analysis and practical surfing lessons at Mullaloo Point.	
10	- Initiatives	- Catch -up	10	End of Semester Excursion (day trip to Lancelin)	

Year 10 – HOME ECONOMICS**Food Production 1****Semester 1 2017**

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1 1	Safety, groups and theory Valentine biscuits	
2	Orientation day Canapes	
3	Theory Caesar salad	Cooking term 1 /20
4	Assignment – entrees Bruschetta	
5	Calzones Staff morning tea design	
6	Practical entrée Theory	Entrée /20
7	Coconut ice and chocolates Scones	
8	Theory Mini quiche	
9	Staff morning tea prep Staff morning tea	Contribution /10
10	Chicken and corn soup ANZACs	

Please note that dates are a guide only and may change to suit teacher/student needs.

Marks are collaborated over Terms One and Two.

Year 10 – HOME ECONOMICS

Food Production 2

Semester 1 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 2 1	Theory Guest chef and vegetable soup	
2	Pasta sauce Home-made pasta	
3	Risotto Assignment - mains	Cooking Term 2 /20
4	Curry and pappadums Theory	
5	Practical – main Steak with peppercorn sauce	
6	Lasagne Tarragon chicken in filo	Main /20
7	Lemon chicken Thai beef noodle salad	
8	Pavilion restaurant excursion Theory	
9	Garnishes Pasties	
10	Thai green curry Cooking challenge	

Please note that dates are a guide only and may change to suit teacher/student needs.

Year 10 – FOOD FOR FUN**Semester 1 2017**

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1		
1a	Safety Hygiene review	Cooking mark Term 1 /20
1b	Vegetable sticks, pitta chips and dips	
2a	Fruit salad and sorbet	
2b	Apple muffins	
3a	Focaccia and balsamic dip	
3b	Jam doughnut muffins	
4a	Crisp coconut biscuits	
4b	Bruschetta	
5a	Theory & video	
5b	Danishes	
6a	Danish design brief	
6b	Chicken stir-fry	
7a	Ham, olive and vegetable frittata	
7b	Ginger teriyaki beef	
8a	Apple sponge	Practical mark /20
8b	Danish design brief practical	
9a	Chilli Beef stir-fry	
9b	Chicken and mushroom filo parcels	
10a	Video and quiz	
10b	Lacy potato pancakes	

Please note that dates are a guide only and may change to suit teacher/student needs.

Year 10 – FOOD FOR FUN**Semester 1 2017**

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 2		Cooking mark Term 2 /20
1a 1b	Chocolate cake Coconut chicken curry	
2a 2b	Pizza loaf Chicken and corn soup[
3a 3b	Video and theory Spring rolls	
4a 4b	Spaghetti and meatballs Swedish tea ring	
5a 5b	Melting moments 1 Melting moments 2	
6a 6b	Wonton soup Own meal design	
7a 7b	Spanakopita Lemon loaf	
8a 8b	Vegetable lasagna 1 Vegetable lasagna 2	
9a 9b	Scones Prepare own meal	Own meal - Practical mark /20
10a 10b	Death by chocolate cake Quiz and video	

Please note that dates are a guide only and may change to suit teacher/student needs.

Year 10 – CREATIVE COOKING**Semester 1 2017**

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 1		
1a 1b	Booklets, groups, review safety and hygiene Palmiers and sorbet	
2a 2b	Jam-filled biscuits Jam-filled biscuits continued	
3a 3b	Pizza dough and garlic bread Pizza continued	
4a 4b	Profiteroles. Custard Fill profiteroles. Chocolate sauce	
5a 5b	Pastry – chicken pie Chicken pie assembly	Cooking Term 1 /20
6a 6b	Waffles Cooking assignment 1 - design	
7a 7b	Meringue or perogies Eaton's mess or perogies	
8a 8b	Empanadas pastry Empanadas continued	Booklets /20
9a 9b	Pasta sauce Homemade pasta	
10a 10b	Cooking assignment 1 - practical Butter tarts or double choc muffins	

Please note that dates are a guide only and may change to suit teacher/student needs. Marks are collaborated over Terms 1 and 2.

Year 10 – CREATIVE COOKING**Semester 1 2017**

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 2		
1a 1b	Free-form fruit tart Free-form fruit tart - continued	Cooking Term 2 /20
2a 2b	Calzones Calzones continued	
3a 3b	Sausage rolls Puff pastry design brief	
4a 4b	Samosas in filo White Christmas/LCMs	
5a 5b	Cook design brief (puff pastry) French toast	Design brief written /20 Design brief practical /20
6a 6b	Pasta carbonnara Pasta Ready steady cook	
7a 7b	Coconut rough slice Shortbread or creamy Indian chicken	
8a 8b	Macaroons – part 1 Macaroons – part 2	
9a 9b	Cranberry scones Cranberry scones	
10a 10b	Chocolate tart pastry Chocolate tart continued	

Please note that dates are a guide only and may change to suit teacher/student needs. Marks are collaborated over Terms 1 and 2.

YEAR 10 FASHION AND TEXTILES**Semester 1 2017**

Week	Key Concepts	Assessment/Weighting
Term 1 1 - 2	Book Design & Construction Students will construct their own book using a variety of materials. The book will be assessed at the end of the semester.	10%
3	Fashion Illustration Students will learn to sketch recent Haute Couture Fashion. Using design technique, SCAMPER, they will design two cohesive looks.	10%
4 - 6	Machine Sewing & Tote Bag Students will learn how to machine sew. They will learn to set up and use the machines. They will make a test square and a tote bag.	20%
7 - 10	Shibori Pillow Students will research and experiment with a range of Shibori dyeing techniques. They will then create a 50 x 50cm pillow with their fabric.	20%
Term 2 1 - 3	Wool4school Students will participate in the prestigious Wool4school program run by The Woolmark Company. http://www.wool4school.com/	20%
4 - 9	Wearable Art Students will study the history and design elements of Avant-Garde fashion. Working in small groups, they will design and create a piece of wearable art. Students will use alternative materials and present their work in the form of a fashion runway at the Semester One Arts and Technologies showcase.	20%
10	Task Presentation, tidy & celebrations.	

Faculty of the Arts
YEAR 10 DANCE
 Semester 1 2017

Week	Key Concepts	Assessment Weighting
Term 1 1 - 4	Modern Jazz – Class work Students will explore the elements of Modern Jazz. They will cover centre movements, walks, turns, kicks & leaps, also short sequences and re-interpret them using the BEST elements of dance. Students will learn a range of choreography devices including canons, repetition, retrograde, accumulation, fragmentation and levels.	20%
5 - 6	Modern Jazz – Small Group Choreography In small groups, student with choreograph, costume and perform a short Jazz piece using movements from each Jazz element.	20%
7 - 10	Modern Jazz – Whole-class choreography Students will learn how to choreograph a whole-class piece. Taking choreography from their small group performances, students will work together to create a piece for the Semester One Arts & Technologies showcase.	20%
Term 2 1 - 3	Contemporary – Class work Students will learn the elements of contemporary dance including body awareness, balance, flight, centre movements, falling and leaps. They will discover Laban’s movement analysis and how to convey meaning through choreography.	20%
4	Excursion – WA Ballet Students will watch a performance of Don Quixote by the WA Ballet Company at His Majesty’s Theatre. Tuesday 16 May at 12pm.	Not Assessed
5 - 10	Contemporary – Whole-class choreography As a class, students will choose a theme and choreograph a whole-class piece for the Semester One Arts & Technologies Showcase. Students will produce, stage and costume the piece.	20%

Year 10 MUSIC

Semester 1 2017

Outcome Making	Task	Assessment/Weighting
<p>ACAMUM099– Music Literacy (Aural/ Theory)</p>	<p>Rhythm</p> <ul style="list-style-type: none"> • Simple time 4/4, 3/ 4, 2/4 • Swung rhythms • Semibreve, minim, crotchet, quaver, semiquaver, Titicka, tickati • Rests + dotted crotchet rest • Tempo - largo, adagio, andante, moderato, allegro, presto, vivace, accelerando, rallentando • Anacrusis and ties • Gradually getting slower or faster (crescendo and decrescendo) <p>Pitch</p> <ul style="list-style-type: none"> • Major pentatonic and minor pentatonic • Major and Minor scales up to 2# and 2b, harmonic minor and blues up to 3# and 3b • Intervals –Perfect 5th & 8th, m2, M2, , m3, M3, P4 • Tonality – major, minor and pentatonic • Triads I IV V V7- in isolation and simple progression • Scales 3#s and 3bs • Triads i vi V- in isolation and simple progression • Intervals – m6, M6, m7, M7 ascending and descending • Tonality relevant to scales, modulation to relative major/minonr • Pedal/drone, ostinato/riff, sequence <p>Dynamics and expression</p> <ul style="list-style-type: none"> • Pianissimo, piano, mezzo piano • Crescendo and decrescendo <p>Form and structure</p> <ul style="list-style-type: none"> • Use of theme • Minute and trio sonata form • 12 bar blues • intro/outro • hook • head • theme and variation <p>Timbre</p> <ul style="list-style-type: none"> • Discern between acoustic and electric sounds • Instrumental and vocal types <p>Texture</p> <ul style="list-style-type: none"> • Polyphonic • Counter/ descant melody • Unison/monophonic VS melody/homophonic 	<p>Fortnightly quiz</p> <p style="text-align: right;">15%</p>
<p>ACAMUM100,102, Composition and arranging</p>	<p>Use and application of composition models to shape and refine arrangements and original works; combining and manipulating the elements of music; applying</p> <p>Year 10 MUSIC Semester 1 2017 (Continued)</p>	<ul style="list-style-type: none"> • Garage band composition (Term 1) <p style="text-align: right;">20%</p>

	<p>compositional devices, stylistic features and conventions to reflect a range of music styles</p> <p>Use of a range of invented and conventional notation, appropriate music terminology and available technologies, to organise, record and communicate music ideas</p>	
<p>ACAMUM101,103 Practical and Performance skills</p>	<p>Development of technical skill and control; musical expression; and consideration of relevant stylistic musical features when practising, refining and performing a variety of repertoire</p> <p>Consideration of the music practices of others to inform and shape their own music making through regular self-directed practice of performance skills and techniques</p> <p>Development of ensemble skills, working collaboratively to perform with expression, tonal control and awareness of ensemble</p> <ul style="list-style-type: none"> • Scales • Repertoire list • Report from instrumental lessons • Rehearsal • Expressive possibilities and stylistic features 	<ul style="list-style-type: none"> • Scales barriers 10% (Term 1&2) • Mini Concert (Term 1&2) • Ensemble 15% • Instrumental lessons 20%
<p>Outcome Responding</p>		
<p>ACAMUM104,105 Analysis and Content</p>	<p>Analysis and Content</p> <ul style="list-style-type: none"> • History of Motown • Identification of and discussions of the use of specific music elements in a range of works using defined frameworks, identified criteria and appropriate music terminology. • Identification, description and comparison of music and music practices across a range of cultural, social and historical contexts <p>Response Interpretation Evaluation</p> <ul style="list-style-type: none"> • Critiques both self and peer • Outlines strengths and weaknesses and provides ways to improve their own and others performance when giving feedback • Use of musical terminology to make informed opinions, observations and evaluations about music. • Identifying personal preferences and articulating the reasons for them 	<ul style="list-style-type: none"> • History assessment poster (group assignment) + presentation 15% • Ensemble Critique 5%

Year 10 – ART AND DESIGN**Semester 1 2017**

Week	Essential Content	Assessment
Term 1		
Week 1	Introduction to the course. Drawing Skills. Introduction to Primates	
2 - 3	Project One – Research Primates to construct a clay sculpture. Students will draw, work with colour theory and practice clay construction and sculpture	Research and final design 15 marks
4-7	Students make their own clay Primate Head, dry it, kiln and paint their work. (Students have the choice to use ceramic paints if they wish)	Finished piece 20 marks
8- 10	Project Two - Ink/water colour snapshot of an extreme sport. Design an image that captures their chosen extreme sport and use inks or/and water colours to bring it to life.	Finished piece 15 marks
Term 2		
Week 1-7	Project Three -Australian Artist Study and Acrylic Painting Students will learn about 3 Australian Contemporary Painters, analyse and practice their techniques and choose one to apply to a canvas for their own work.	Artist analysis 5 marks Practice work 5 marks Resolved canvas work 30 Marks
8-10	Project Four – Pastel Painting ‘Environmental Cause’ Students will choose an environmental concern and design and create a pastel painting depicting this concern.	10 Marks