



YEAR 8

SUBJECT GUIDE

2021

Student OneSchool subject preferences are available at:
oslp.eq.edu.au (accessed with student login/password)

Contents

INTRODUCTION	3
Design and Technologies.....	6
Design and Technologies.....	7
DIGITAL TECHNOLOGIES	8
VISUAL ART	9
DRAMA	10
MEDIA ARTS.....	11
MUSIC.....	12

INTRODUCTION

Philosophy Behind the Year 8 Curriculum

Student needs will best be met by choosing a course of study that will help them in their individual and career needs, as well as cater for their interests and abilities, whilst providing a broad, sound and balanced education.

Year 8 students **must study English, Mathematics, Science, Health and Physical Education, and Humanities (History and Geography).**

Subjects and the Timetable Structure

In order to apply for Year 8 subjects the form at the back of this booklet needs to be completed and returned to the office. The table that follows indicates which units are compulsory and the step-by-step guide at the end of the booklet indicates how to select subjects.

Subjects offered are as follows:-

Compulsory Subjects:	Choice of Two Arts Electives: 2 X 70 minute lessons per week (6 month rotation)
English <i>4 X 70 minute lessons per week</i>	Art
Mathematics <i>3 X 70 minute lessons per week</i>	Drama
Science <i>3 X 70 minute lessons per week</i>	Media Arts
Health & Physical Education <i>2 X 70 minute lessons per week</i>	Music
Humanities <i>3 X 70 minute lessons per week</i>	Choice of One Technology Elective: 2 X 70 minute lessons per week (12 month rotation)
Care and Careers Program <i>1 X 70 minute lessons per week</i>	Design and Technologies – Home Economics (HEC)
Japanese (ONLY STUDENTS WHO HAVE STUDIED IN YEAR 7 MAY CONTINUE IN YEAR 8) <i>1 X 70 minute lesson per week</i>	Design and Technologies – Industrial Technology and Design (ITD)
	Digital Technologies – Information, Communications and Technology (ICT)

How to Choose Subjects

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/s, or at least keep many careers open to you
- which will develop skills, attitudes and knowledge useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

Guidelines

1. Keep your options open

Many students in Year 8 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to "keep your options open". This means choosing a selection of subjects which makes it possible for you to continue thinking about career choices over the next few years before making more definite choices as you approach the end of Year 10.

2. Think about careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in the future. The school has a program to help you with career exploration. You can make an appointment with the Guidance Officer and check the Queensland Job Guide and other careers information found in the school Resource Centre.

3. Find out about the list of subjects your school offers

Even though you have studied a wide range of subjects in Year 7, it is important to find out as much as possible about the subjects offered in Year 8. To find out about the school's subjects:

- read the subject descriptions in booklets provided by the school
- ask the teachers and Heads of Department of particular subjects
- look at books and materials used by students in the subjects
- listen carefully at class talks and subject selection nights
- talk to students who are already studying the subjects.

When investigating a subject to see if it is suitable for you, try to find out not only about the content (i.e. what topics are covered in the subject) but also about how the subject is taught and assessed. For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work.

Remember too, that your choice of subjects **now** may affect your choice later in Years 11 and 12. For example:

- It will be difficult in the future to take Maths B without a relatively high level of achievement in Maths
- It will be difficult in the future to take Chemistry and Physics without a relatively high level of achievement in Maths and Science
- Music and languages in the Senior years almost always require previous study at a Junior level

- Subjects such as Graphics and Accounting may be taken up for the first time in senior, though it is useful (but not essential) to have taken related subjects in Year 9 and Year 10.

4. *Make a decision about a combination of subjects that suits you*

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- "all the boys or girls take that subject" (All subjects have equal value for males and females).

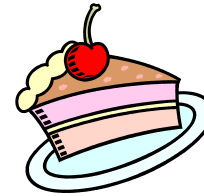
Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking subjects that have proved difficult even after you have put in your best effort. Similarly if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

School-Based Apprenticeships and Traineeships

School-based apprenticeships and traineeships allow students – typically Year 11 and 12 (or Year 10 where students have turned 15 years) to work for an employer as paid employees. Students gain a nationally recognised qualification, i.e. a VET qualification, in their chosen area and broaden their pathway options on completion of Year 12. An Expression of Interest needs to be completed and submitted to Ms Darr in A6 to initiate this process.

Design and Technologies

Food and Textile Technologies (Home Economics)



What do students learn?

Home Economics is an enjoyable, practical subject that provides students with many useful skills **necessary in our world today**. The central focus of Home Economics is the development and investigation of the design process in food and textiles contexts. Using a technology focus, students are given the opportunity to work collaboratively and independently when investigating, designing and producing solutions to given tasks in both the food and textiles areas.

Topics will include but are not limited to:

- Introduction to the design process
- Skills associated with the safe and effective production and evaluation of items with both foods and textiles
- Selecting and preparing healthy food suitable for individuals and family
- A study of the Australian Guide to Healthy Eating
- Further development and refinement of skills with food and textiles
- Investigation into new and alternative textile techniques
- Consideration of food and textile sustainability

How are students assessed?

Assessment is a combination of practical and theoretical work. It will include a folio of work that aims to find a solution to a design situation.

How Does Home Economics Benefit Students?

Students will

- Develop skills in safely and effectively creating food and textile solutions for individuals and families
- Make informed decisions about food and textile products and processes including sustainability considerations
- Take control of health and health promoting behaviours
- Create with imagination and originality a range of products and processes in food and textile contexts
- Work collaboratively and communicate with others

Design and Technologies

Industrial Technology and Design



What do students learn?

Yr 8 ITD is an opportunity for students to **create** designed solutions, **design** and **produce** products, **investigate** and **select** from a range of technologies, **evaluate** design processes used and designed solutions. Using project based learning, students will be exposed to: Computer aided drafting, basic electronics, basic hand skills, a range of materials, problem solving and design strategies.

Topics will include but are not limited to:

Letter Rack – incorporating:

- Computer aided drafting.
- Designing logo.
- Laser etching.
- Practical construction.

Backhoe Design Project – incorporating:

- Assembly of laser cut frame.
- Practical construction of base.
- Construction of hydraulic system.
- Design and construction of bucket / grapple.
- Design and etching of logo.

Dustpan – incorporating:

- Edge treatments
- Folds and seams
- Joining methods

Aluminium BBQ Tool – incorporating

- Materials
- Fluidising
- Forming materials.

Electronic Skill tester – incorporating:

- Electronics and basic circuits
- Housing design and construction

How are students assessed?

Assessment will be undertaken through Practical Projects, Design Folios and Theory Work Booklets.

Materials:

Students will use timber, ply, acrylic, sheet metal, aluminium, steel bar.

DIGITAL TECHNOLOGIES

Information Communication and Technologies



What do students learn?

In Year 8, ICT students continue to explore how **innovative digital design** and **production solutions** are employed to solve social, ethical, technical and sustainability real-world problems. Students learn a wide variety of **ICT and digital skills**, combined with a new-found **technical knowledge** to find **digital alternatives to recognisable everyday issues**.

Students define issues in terms of **functional requirements and constraints**, then:

- **collect, authenticate and interpret data.**
- **design ideas** for different audiences using appropriate **technical terms**, and **graphical representation techniques including algorithms.**
- independently and safely **plan, design, test, modify and create** a range of **digital solutions** that meet intended purposes including **user interfaces** and the use of a **programming language.**
- **plan, document** and effectively **manage processes and resources** to produce designed solutions for each of the prescribed technologies contexts.
- **develop criteria** for success, including **innovation and sustainability** considerations, and use these to judge the suitability of their ideas, solutions and processes.
- use **appropriate protocols** when **collaborating, and creating and communicating** ideas, information and solutions face-to-face and online.

Topics will include but are not limited to:

<p style="text-align: center;"><u>Term 1</u></p> <p>Website Design</p> <ul style="list-style-type: none"> - Coding - Data Types (Compression, file size) - File Management <p>Assessment – Design, Develop and Build a website</p>	<p style="text-align: center;"><u>Term 3</u></p> <p>Video/Audio Production</p> <ul style="list-style-type: none"> - Video data collection - Video editing - Audio data collection - Audio editing <p>Assessment – Combining video and audio to create a short Vlog</p>
<p style="text-align: center;"><u>Term 2</u></p> <p>Digital Networks</p> <ul style="list-style-type: none"> - Investigating data types/categories - The workings of network systems - Digital security and encryption <p>Assessment – Digital Networks Multimedia presentation</p>	<p style="text-align: center;"><u>Term 4</u></p> <p>Digital Image Design</p> <ul style="list-style-type: none"> - Introduction to PhotoShop - Manipulating digital photos - Creating digital objects - Introduction to image file types and uses <p>Assessment – Creating a digital book cover</p>

How are students assessed?

By the end of Year 8, students:

- distinguish between **different types of networks and defined purposes.**
- explain how **text, image and audio data** can be **represented, secured** and **presented** in digital systems.
- **plan and manage digital projects** to create interactive information.
- **define and decompose problems** in terms of **functional requirements and constraints.**
- design **user experiences and algorithms** incorporating branching and iterations, and **test, modify and implement digital solutions.**
- **evaluate information systems and their solutions** in terms of meeting needs, innovation and sustainability.
- **analyse and evaluate data** from a range of sources to **model and create solutions.** They use **appropriate protocols** when communicating and collaborating online.

VISUAL ART



What do students learn?

In Year 8 art, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

What do students learn?

Over the course of Year 8 Art, students learn about:

- fundamental concepts of art – elements and principles of design
- Artists and their work (contemporary artists as well as the Masters)
- How to present and display their resolved artworks
- Art history and specific movements
- Writing, analysing and presenting skills as they interpret and critique theirs and others artworks

Term 1	Term 2
<ul style="list-style-type: none">• Portraiture and the Archibald Prize• Abstract Self Portraite• Elements and Principles of Art• Artwork analysis	<ul style="list-style-type: none">• Indigenous Art• Elements and Principles of Art• Artist Statments• Artwork analysis and critical study• Print Making

How are students assessed?

Assessment is in the form of:

- practical tasks associated with units
- documentation and reflection in their visual journal
- written tasks associated with units

How does Year 8 Art benefit students?

Students understand that creativity is an imaginative and inventive act to produce something new of personal, social and/or cultural value. They learn problem solving skills, take and manage risk, adapt to change, and combine and explore ideas. Skills learned may enhance career opportunities and enrich leisure time activities.

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

DRAMA



What do students learn?

Drama is a hands on practical subject where students get to explore and create while developing and refining skills used in almost every other subject. The core of Year 8 drama is about creating student-driven performances while developing the ability to analyse drama in all its different forms such as film, stage and written. Drama gives students the opportunity to write and perform their own dramatic pieces while building confidence in public speaking in a safe and collaborative environment.

Topics will include but are not limited to:

- Continuation of the elements of drama
- Introduction to the basic of stage combat training
- Development and refinement of dramatic languages
- The writing and performing of self-devised scripts
- The exploration of Melodrama
- Building and refining of dramatic characters
- Reviewing and responding to live/recorded live theatre

How are students assessed?

Assessment is a combination of practical and theoretical work. Students will write and perform their own dramatic pieces while also analysing and responding to others work.

How Does Drama Benefit Students?

Students will

- Develop improvisational skills
- Build confidence in public speaking and presenting
- Develop and refine their ability to analyse performances on stage and in film
- Learn new communication skills
- Plan and manage their own time
- Work collaboratively and communicate with others

MEDIA ARTS

What is Media Arts?

Media Arts is the study of human communication through film, photography, video, audio, computer/digital arts, and interactive media.

Creatively, this subject will employ the elements of space, time, light, motion, color, and sound to express students' perspectives, feelings, and ideas. Students will create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience.

Critically, students learn to interpret and evaluate media within artistic, cultural, and historical contexts to become more knowledgeable consumers and effective digital citizens of the 21st Century. Through this, students will gain understanding and the role of the artist and designer, their contribution to society, and the significance of the creative industries.

Media Arts is an important aspect of our daily life as the idea creating is an essential part of thinking in our world of mass media.

These skills will be developed through investigating the following Media outlets:

- Advertising Campaigns
- Film and editing techniques
- Photography
- Websites and online media
- Marketing techniques and Design processes

What do students learn?

Media Arts is an artistic-based subject and uses elements and tools of current technologies to create works that express feelings and ideas.

Students will learn the skills of photography, marketing, advertising, sound, moving film, online websites, typography and many more.

Year 8	<ul style="list-style-type: none">• Magazines and representations<ul style="list-style-type: none">• Analyse and discuss how magazines are created• Make your own magazine front cover• Business Branding<ul style="list-style-type: none">• Create a local business/organisation of your choice.• Plan and develop marketing aspects of your business. (slogan, logo, pamphlet, business card, mission statement)
---------------	---

How are students assessed?

Media employs a wide range of assessment techniques to judge student achievement.

These Include:

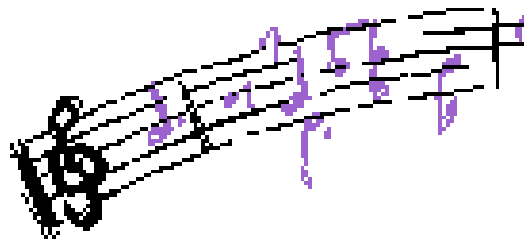
- Responding (Short response)
- Making (Folio of work)

How does MEDIA ARTS benefit students?

Media Arts provides students with the knowledge, understanding and skills to represent meaning associated with personal and global views. Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception about visual images, sound and text. Students gain the ability to utilise techniques, technologies, practices and processes with images, sound and text and will become increasingly confident and proficient in achieving their personal visual ideas, and appreciating and valuing that of others.

After high school, students may also choose to pursue a career or further training in Marketing, Advertising, Film, Game Design, Animation, Photography, Fine arts and many more creative outlets. Media Arts provides students with the option to gain skills on which to explore the varied career options in the industry of Mass Media.

MUSIC



What do students learn?

Music will involve you making and responding to music independently. You will explore music as an art form through listening, composing and performing. As you make and respond to music, you will explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture.

If you choose music you will be focusing on the basic foundation requirements in music, with a focus on rhythm and notation reading and writing. You will also develop aural skills, focusing on the differences in rhythm and pitch.

Topics will include but are not limited to :

- ♩ Common Musical Symbols and Terms
- ♩ Rhythmic Dictation
- ♩ Melodic Dictation
- ♩ Aural Skills
- ♩ Instrumentation
- ♩ Tempo/Texture
- ♩ Elements of Pop/Rock Music
- ♩ Compositional Skills
- ♩ Practical Skills (Playing Instruments)

How are students assessed?

Three Assessments:

- ♩ Analytical Essay Exam -
 - ♪ Write an analytical essay discussing two different pop or rock songs using the musical elements covered in class
- ♩ Composition Task -
 - ♪ Use skills taught in class to compose a piece of music 12 bars in length
- ♩ Practical Performance Task -
 - ♪ Perform a 45 second (minimum) piece of music using technical and expressive skills learnt in class