

Christadelphian Heritage College Sydney Inc.



STUDENT INFORMATION BOOKLET

**A guide to courses of studies
available to students in
Years 7 and 8**

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PRINCIPAL'S INTRODUCTION

Positive attitudes and work habits are so important to academic success. These, along with guidance and support are essential elements in a child's development. This then leads us to accept that 'schooling' is not just covering a set syllabus or completing set tasks. It's more about encouraging students to love learning, to want to improve and desire to participate in their development.

If these qualities are present and the staff has designed quality, well-balanced & appropriately sequenced teaching/learning programs, then satisfactory progress will be made. This in turn will assist in the building up of each student's positive self image.

The year 7-8 programs outlined in this booklet have therefore been organised to implement these objectives. Do these programs differ greatly from other school's programs? Well, no, because it is the NSW Board of Studies which dictates the syllabus outlines and oversees assessment schedules in all schools throughout New South Wales. It is however, the approach in teaching these courses and in some cases, content choice that reflects the philosophy and aims of the governing body of each school.

Heritage College Sydney's programs do reflect that which is stated in our Information Booklet. For instance, where and when appropriate, historical matters will include material that is relevant to Biblical stories. Subjects may well include the effects of the French Revolution (spoken of in Revelation 16), or the life and times of Napoleon (also Revelation 16). Literature may well include biographies of people that appear to be important in God's purpose - Golda Meir or Sir Isaac Newton.

In other subjects it may well be the approach, rather than the content which reflects biblical principles. Personal Development & Health is a case in point. Selflessness, tolerance and consideration are fundamental qualities encouraged in our school, as are moral purity, obedience, submissiveness, honesty and faithfulness. The encouragement of these characteristics, however, is not just limited to this subject. Teachers of all subjects are interested in the moral development of the students in the College, so whatever the subject, these principles will also be emphasised.

The College is relatively small in number. This enables the staff to "know" the students - their needs, abilities and interests. However, the smaller numbers means that, because of financial constraints, the College cannot offer a "huge" variety of elective choices in years 9 & 10 or 11 & 12. Therefore two features need to be highlighted. Firstly, the College's commitment is to allow students to follow subjects all the way through to HSC level. Also through the appointment of dedicated, capable and qualified staff, we offer quality programs in all elective courses.

It is our hope that each family agrees with the direction of the College, so that we are supporting each other in the important task of bringing up responsible and responsive children who believe in and uphold God-honouring values and attitudes.

BOARD OF STUDIES (BOS)

The Board of Studies is the government organisation that supervises education in NSW. As part of their responsibilities they co-ordinate the School Certificate and Higher School Certificate examinations. BoS inspectors regularly check that institutions are meeting their requirements. Their requirements not only cover academic courses and administration but also the appropriate governing of a school, compliance with government legislation (including OHS and Child Protection) and suitability of facilities and resources.

STAGE 4 COURSES (Years 7 & 8)

Students will undertake the following courses of study during Years 7 & 8. The Board of Studies sets a minimum number of hours for each subject. The BoS has approved the CHCS timetable as meeting their requirements.

English

Mathematics

Science

Human Society & Its Environment – History & Geography

Languages Other Than English – Italian

Technology – Computers, Wood Technology, Food Technology, Textiles, Agriculture

Creative Arts – Music, Visual Arts

Personal Development, Health & Physical Education – PD/H/PE, Sport, Bible Study (moral issues)

STUDENT RESPONSIBILITIES

In secondary school students must take on an ever increased responsibility for their own learning. In Year 7 & 8 they must be diligent in the following areas: -

- **Diary** – all assessment tasks, examination dates and unfinished class work must be recorded. Parents should regularly check the diary and sign it weekly. The diary must be kept neat and without graffiti.
- **Homework** – all homework must be recorded in the diary. Work on assessment tasks needs to be commenced early. All work must be handed to the teacher on the required day. If an assessment task wasn't submitted on time then parents need to communicate to the teacher the reason for the problem within 24 hours. Students should be completing at least an hour's homework or revision time each day. This will establish good habits for the future. Students would also benefit from reading a variety of written material and writing in various ways (diaries, descriptions, short stories, book or film reviews etc)
- **Subjects & Timetable** – students should prepare for each day, checking their timetable to ensure that they have all their requirements (correct uniform, equipment, textbooks, notes etc)

- **Uniforms** – Students need to be in full school uniform as they leave home. All items must be in good condition and not discoloured. They must also be labelled. On sport days and other advertised occasions the students will be requested to wear their full sports uniform. The compulsory sport & band representative shirts are to be worn **only** on advertised special days. Student must also have all special uniform requirements for Technology subjects.
- **Behaviour** – Students need to submit a commitment form even if the student has been previously enrolled in a CHCS Primary class. Students must therefore be aware of the school rules and expectations.
- **Attendance** – Students must attend all school days and activities. This includes times when other students are away from school for representation purposes, camps or excursions. It also includes special days such as sports carnivals or picnics. A doctor's certificate will be required if the student has missed an examination or not be able to hand in an assessment task on the due date.
- Annual permission forms – Forms for compliance with the **Computer Policy** and a **general permission** for sport and in-school activities must be returned at the beginning of each year. A **Mobile Phone** form must be approved before a student is permitted to bring a mobile.

PARENT RESPONSIBILITIES

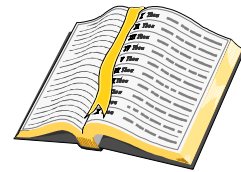
- **Uniform** – Parents should ensure that students are able to comply with school rules. This may require making arrangements for haircuts, the purchase of items of uniform and the purchase of more than one part of the uniform (eg more than one sport/PE shirt) at appropriate times before it becomes an issue. If something has happened that has made it impossible for the student to comply, then a note of explanation must be immediately brought to school and arrangements made to rectify the breach. Tatty or discoloured items of uniform must be immediately replaced.
- **Attendance** – Parents must notify the Office before 9.30am if their child is not at school. A note explaining the reason must be sent in upon the child's return. A doctor's certificate must accompany the note if the child missed an assessment task.
- **Behaviour** – Parents of Year 7 students must sign a Commitment form even if the student has been previously enrolled in CHCS.

OVERVIEWS OF COURSES

BIBLE (YEAR 7)

50 hours over 1 year

Students will consider 'The Story of the Bible'. These studies investigate the background to the Bible; the history and stories of the Bible from both Old and New Testaments. They are made relevant to the students through interactive discussions and Bible exploration. There are no examinations or assignments for this course of study.



BIBLE (YEAR 8)

50 hours over 1 year

Students will consider 'Life of Jesus Christ. These studies investigate the background to the the birth of Jesus; his life, miracles and parables; his death and the matters related to his resurrection. The studies are made relevant to the students through interactive discussions and Bible exploration. There are no examinations or assignments for this course of study.

ENGLISH (YEARS 7&8)

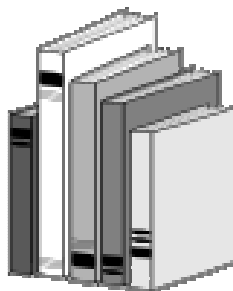
300 hours over two years

The English program at CHCS is organised to cater for the needs and interests of individual students. Class programs are written with the students' abilities in mind and according to the learning outcomes outlined in the Board of Studies English Syllabus. Students are assessed in class and across the group activities according to these outcomes. Reports reflect these outcomes but are expressed in a simpler manner.

Units of work will use a wide range of text types. The selection will include literary texts (eg. novels, short stories, poetry, plays) and non-literary texts (eg. film scripts, factual texts, maps, visual texts, diagrams, pamphlets, explanations, instructions). Students will also work with all forms of media, including radio, television, film, computer technology (Internet, home pages, desk top publishing) print media and advertising.

Students will also be encouraged to respond in many different ways. They will be not only be shown how to write stories, poems, reports in a personal and creative way but also how to respond in an accurate, analytical or critical manner. They will need to be able to communicate verbally or in writing in a formal as well as informal way. They will consider how language is used to persuade or inform and be encouraged to constantly practise this with different audiences in mind.

Assessments will therefore reflect the breadth of these investigations. Students' ability to research material; act out roles; argue a logical case; show their understanding of read, heard and viewed texts as well as the way that they can respond and communicate this understanding will be gathered throughout the course. Assessments will therefore reflect this variety, with written and oral classwork; individual or group activities being as valid as written tests or formal assignments. The conclusions of these observations will be reported to students and their parents.



MATHEMATICS (YEARS 7 &8)

250 hours over 2 years

CHCS strives to assist students to :

- Appreciate mathematics as an essential and relevant part of life
- Show interest and enjoyment in inquiry and the pursuit of mathematical knowledge, skills and understanding
- Demonstrate confidence in applying mathematical knowledge, skills and understanding to everyday situations and the solution of everyday problems
- Develop and demonstrate perseverance in undertaking mathematical challenges
- Recognise that Mathematics has been developed in many cultures in response to human needs

Assessment:

Planning, programming, assessing and reporting in mathematics involve the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus.

CHCS programs take into account what students already know and then flow into new sequenced learning experiences. As students participate in a range of learning experiences in mathematics, teachers make judgements about what students know, what they can do and what they understand.

Assessment is on-going; students receive and give themselves feedback on what they have learned, and what needs to be done to continue their learning. They often take the form of class work, homework tasks or examinations.

Assessments embedded in the curriculum serve at least three purposes:

- To determine the students' initial understanding and skills
- To monitor student progress
- To collect information to report student achievement



			Stage 5.3		
			Stage 5.2		
Strand	Early Stage 1 to Stage 3	Stage 4	Stage 5.1		
Working Mathematically	Five Interrelated Processes Questioning Applying Strategies Communicating Reasoning Reflecting				
Number	Whole numbers Addition and Subtraction Multiplication and Division Fractions and Decimals Chance	Operations with Whole Numbers Integers Fractions, Decimals and Percentages Probability	Rational Numbers Consumer Arithmetic Probability	Rational Numbers Consumer Arithmetic	§ Real Numbers Probability
Patterns and Algebra	Patterns and Algebra	Number Patterns Algebraic Techniques Linear Relationships	Algebraic Techniques Coordinate Geometry	Algebraic Techniques Coordinate Geometry Graphs of Physical Phenomena	§ Algebraic Techniques § Coordinate Geometry Graphs of Physical Phenomena # Curve Sketching and Polynomials # Functions and Logarithms
Data	Data	Data Representation Data Analysis and Evaluation	Data Representation and Analysis	Data Analysis and Evaluation	
Measurement	Length Area Volume and Capacity Mass Time	Perimeter and Area Surface Area and Volume Time	Perimeter and Area Trigonometry	Perimeter and Area Surface Area and Volume Trigonometry	Surface Area and Volume § Trigonometry
Space and Geometry	Three-dimensional Space Two-dimensional Space Position	Properties of Solids Angles Properties of Geometrical Figures		Properties of Geometrical Figures	§ Deductive Geometry # Circle Geometry

SCIENCE (YEARS 7 & 8)

250 hours over 2 years

Aims/Objectives

The aim of the science course for Years 7-8 is to provide a wide range of learning experiences through which students will:

- ‡ acquire scientific knowledge and skills and develop an understanding about phenomena within and beyond their experience
- ‡ develop an appreciation of science as a human activity and apply their understanding to their everyday life
- ‡ develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment

Content

The following focus areas may be addressed:

‡ history of science	‡ applications and uses of science
‡ the nature and practice of science	‡ current issues, research and development
‡ implications for society and the environment	

Skills

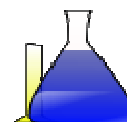
Science includes planning and conducting investigations, gathering and processing data and using appropriate technologies with safety. It is expected that students will continually develop their expertise in each of the skill areas. Practical experiences will occupy a minimum of 50% of allocated course time. Practical experiences will emphasise hands-on activities and include:

- ‡ undertaking laboratory experiments;
- ‡ undertaking fieldwork;
- ‡ researching by using the library, Internet and CD-ROMs;
- ‡ using computer simulations for modelling or manipulating data;
- ‡ using or reorganising second-hand data;
- ‡ extracting information & reorganising information in the form of flow charts, tables, graphs, diagrams, prose and keys;
- ‡ using animation & video resources to capture/obtain information not available in other forms.

Assessment

Students will be assessed against syllabus outcomes in terms of their:

- ‡ Knowledge and understanding
- ‡ Experimental skill - this involves both the design of experiments and the manipulation of science apparatus/equipment
- ‡ Process Skill - this involves the communication of information and its use in problem solving.



Assessment will include practical reports, general book work, research projects, tests and exams.

HISTORY & GEOGRAPHY (YEARS 7&8)

200 hours over 2 years

In Year 7 students will study Geography Semester 1 and History during Semester 2. Year 8 will study History Semester 1 and Geography in Semester 2.

GEOGRAPHY

Aims

To develop students' knowledge, understanding, skills, attitudes & values about the world & Australia through investigations of environments & communities. Students should:

- 🌐 increase their understanding of contemporary issues & world affairs
- 🌐 develop an understanding of spatial patterns & the processes contributing to them
- 🌐 develop an understanding of a variety of communities & environments
- 🌐 extend their knowledge of ways of coping with changes in communities & environments
- 🌐 develop an understanding of the geography of Australia & Australia's place in the world
- 🌐 develop an understanding of Australia's national & cultural identity
- 🌐 investigate and develop values concerning people & their interactions with each other & their environments
- 🌐 develop a creative approach to inquiry, problem solving & communication
- 🌐 develop skills in geographic inquiry including fieldwork & an understanding of communities & environments

Mandatory Core in Year 7 & 8

🌐 Investigating the world	🌐 Managing global environments
🌐 Global environments	🌐 Global citizenship

HISTORY

Aims/Objectives

To develop a sense of historical perspective and empathy with peoples of the past:

- 🌐 students will develop an understanding of continuity & change
- 🌐 students will develop a grasp of forces which have shaped the modern world & Australia
- 🌐 students will be introduced to ancient languages & beliefs and codes and learn to appreciate their influence today
- 🌐 students will be able to evaluate types of sources & make judgements based upon them
- 🌐 students will learn to communicate logical arguments concerning historical issues & concepts
- 🌐 students will be able to build on their developing philosophy of life & value-systems
- 🌐 students will develop an interest & involvement in the contemporary world & an appreciation of rights & responsibilities of citizenship
- 🌐 students will be encouraged to develop long interest in & enthusiasm for the appreciation of history

Content - What is History?

An introduction to the methods of the historian and the study of archaeology and ancillary sciences in supplementing historical study.

• How & Why We Study History	• Ancient Egypt
• Archaeology & Written Records Use of Evidence	• Ancient Rome
• Medieval Europe	• Colonisation

Assessment

Progressive assessments of oral and written and practical skills, class and individual assignments, class testing and annual examinations.

LOTE – SPANISH (YEAR 7)

100 hours over 1 year

Introduction

The Language other than English offered at Heritage College Sydney in Year 7 is Spanish.

Content

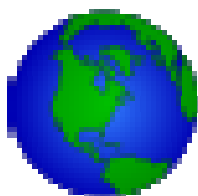
A quality Spanish program has been devised highlighting investigations of the Spanish language as well as knowledge and appreciation of the culture, influences, history and the geography of Spain and other Spanish speaking countries. This work is supported with additional material wherever appropriate, such as, tapes, magazines, videos and computer programs. Cultural experiences are gained through excursions to the Spanish community.

Objectives

Students will be assisted in developing all four skills of reading, writing, understanding & speaking, so that they may communicate confidently and accurately in Spanish.

Lessons will be planned so as to create an interest in the Spanish language. Classroom interactions, friendly competition, exploration of support material and involvement in functions and activities will form the basis of these lessons. The course work will include an investigation of the cultural values and traditions associated with the Spanish language.

Spanish geography, history, music, dance and cooking is also integrated into the program to give an overall aspect of the Spanish culture.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (YEARS 7&8)

200 hours over 2 years

Although the course is based on the NSW Board of Studies syllabus the Board also recognises the need for a school to bring its own values to bear in the programs of this course. Heritage College Sydney's values are based on Biblical principles. As a consequence, it is important that these values are evident in the teaching and learning that occurs in P.D.H.P.E. lessons.

Aims & Objectives:

The aim is to develop in each student the knowledge, skills and attitudes needed to understand, value and live healthy and fulfilling lifestyles.

The following objectives should be developed in each individual:

- Y confidence and social well being;
- Y an ability and commitment to make and act upon informed health decisions;
- Y a willingness to participate in regular activity;
- Y effective communication skills;
- Y critical appraisal strategies of personal and community lifestyle issues;
- Y strategies to clarify their own value system;
- Y knowledge and understanding about composition and performance;
- Y personal and community attitudes and behaviours that influence safe living;
- Y moving with confidence and competence;
- Y capabilities of the body in motion.



Assessment & Reporting

The students' achievement of the syllabus outcomes are assessed using a variety of practical activities, observations, assignments and written examinations. Student reports will reflect the individual student's ability to meet the relevant outcomes required for the course, as well as their application to the various lesson activities.

Content

A variety of topics and units are covered from Year 7 through to Year 10. Examples are:-

THEORY	THEORY	PRACTICAL	PRACTICAL
Growth & Development	Nutrition & Food Choices	Athletics	Touch
Healthy Lifestyle	Personal Identity	Cross Country	Volleyball
Stress Management	Drugs - Legal & Illegal	Cricket	Fitness Activities
Relationships	Environmental Health	Hockey	Recreational Games
Human Sexuality	Consumerism	European Handball	Circuit Training
STD's and HIV/AIDS	Driver Education	Softball	Gymnastics
First Aid & Sport Injuries		Paddle Tennis	

TECHNOLOGY (YEARS 7 & 8)

Mandatory 200 hour course over 2 years

In Technology students identify needs that have personal relevance, apply design theory and use design processes that encourage flexibility, resourcefulness and imagination in the development, communication and production of quality solutions. Students learn about technologies and use a range of materials, tools and techniques relevant to the personal, commercial and global areas of human activity. They can be used to add functional, aesthetic and environmental value to products.

Years 7 and 8 are run as a composite for Technology, divided into 3 groups ie., each group is a mix of year 7 and 8 students.

The year is split into 3 segments each of 13 weeks. Students cover a different component in each 13 week segment.

The course is divided into 3 areas of study:

Built Environments	Products	Information & Communications.
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These are covered by means of the students working on specific design projects under design specialisations.

Odd Year	Even Year
Mixed Material Technologies	Timber Technologies
Textiles	Food Technology
Agriculture	Information & Communications

Content

Agriculture

This section of the course is a product study that focuses on the production of poultry meat. It involves the raising and monitoring of a batch of 50 broiler chicks from a day old to slaughter, processing and sale.

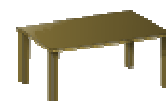


Mixed Materials

Students design a project composed of various materials applying a range of skills and tools.

Timber

Students design a project composed of timber using a range of skills and tools.



Information & Communications

Students develop skills in Computer Aided Design (CAD) and design a car using CAD software.

Textile Technology

Students develop skills in both hand and machine sewing, designing and creating products from textiles for themselves, others and their environment.

Food Technology

Students develop skills associated with planning, preparing and presenting food using mechanical and electrical equipment.

VISUAL ARTS (YEARS 7&8)

100 hours over 2 years

The mandatory Visual Arts course is covered at Heritage College Sydney in Years 7 & 8. The 100 hours of indicative time provides significant core experiences in the Visual Arts.

Objectives and outcomes

Students will engage in the following visual arts practices:

Making - provides opportunities to make images and objects in a variety of forms, which represent ideas, experiences, feelings and understandings about areas of interest in the world.

Critical Study - provides opportunities to interpret and evaluate works of art and is concerned with the expression of judgements.

Historical Study - provides opportunities to understand and explain artworks in the context of time and place.

Subjects studied are:

People - self, family and friends

Places - school, camp, home environment, favourite and familiar places, school environment, suburban and city environments.

Objects - from the immediate environment, natural and man made.

Other Living Things - animals, sea life, plants, imaginary creatures.









Forms included are:

Drawing, painting, collage, print-making, sculpture, computer generated images.

Units of work are sequential and designed to run for a term. Students engage in the learning experiences of exploring, developing and resolving.

Work Requirements:

Students are required to demonstrate knowledge, skills and understanding in the following ways:

-  peer assessment
-  self assessment
-  written work
-  visual/verbal presentations
-  folio of practical work
-  maintaining a Visual Arts Process Diary
-  analysis and interpretation of artworks
-  researching artists and their work

Assessment criteria of subject specific skills and learning habits are established for each unit of work. These are linked to a series of performance indicators by which a student's performance can be measured. In this way a profile of a student's abilities and achievements can be developed, highlighting strengths and weaknesses.

INFORMATION & COMMUNICATION TECHNOLOGY (YEAR 8)

This is “hands on”, school based course is designed to develop students' skills in a variety of computer software applications. The course has been designed to develop computing and IT skills that are relevant to the students now and when they leave school. It is based around the framework for the Computing Skills Test that is now a mandatory component of the School Certificate.

Content

The ICT skills that will be covered can be grouped into five skill areas. These are the same skill areas assessed by the Computing Skills Test:

1. Computer operations
2. Word-processing
3. Spreadsheets and databases
4. Graphics and multimedia
5. Internet and email



AGRICULTURE (YEARS 8 & 9)

100 hours over 2 years

Introduction

Through the study of Agricultural Technology students will develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. This course provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

Agriculture and its associated industries contribute significantly to Australia's economic, social and cultural development and influence Australia's prosperity through investment, employment of skilled workers, consumption of products from other sectors of the economy, and export of raw products and processed goods. The continued viability of Australian agriculture can be strengthened through the careful management of long-term issues relating to the sustainability of agricultural systems including environmental impact and evolving economic and social factors.

Aims

To develop students' knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products. Students will develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.

Objectives

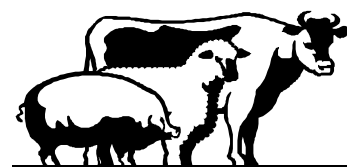
The outcomes of the course will be fulfilled through the study and management of a range of both plant and animal enterprises.

Students will develop:

1. Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
2. Knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
3. Knowledge of and skills in the effective and responsible production and marketing of agricultural products
4. An understanding of sustainable and ethical practices that support productive and profitable agriculture
5. Skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
6. Knowledge and skills in implementing cooperative and safe work practices in agricultural contexts.

Assessment

This will take a variety of forms, including practical involvement, bookwork, assignments such as posters or other research and class tests where appropriate.



MUSIC (YEARS 7-8)

Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences.

COURSE: YEAR 7 & 8 MANDATORY COURSE (100 hours over 2 years)

The music program introduces the students to the world of music through an active program of performing, listening and creating.

Objectives

1. To develop in students the ability to perform as a means of:
 - ♫ improving self expression
 - ♫ communication
 - ♫ expanding musical skills
 - ♫ improving ensemble skills
 - ♫ interpreting musical symbols.
2. To develop the ability to create through:
 - ♫ improvising
 - ♫ composing
 - ♫ arranging
3. To develop aural awareness through a wide range of musical experiences
4. To develop through listening, analysing and discussing an understanding of
 - ♫ music as an art form
 - ♫ music in social, cultural and historical contexts
 - ♫ musical literacy
5. To develop a set of values about music.



YEAR 7 & 8

1. Performance Opportunities

- ♫ Students are encouraged to perform in groups and as individuals at concerts, festivals and special occasions throughout the school year
- ♫ Students will have an opportunity to perform at the annual Solos Concert and other College functions

2. Extra Curricular Music in 7 & 8

All students are encouraged to become involved in the extra curricular music program.

The range of groups available include:

- ♫ Instrumental Ensembles
- ♫ Training Band
- ♫ Concert Band
- ♫ Senior Band

These groups rehearse throughout the week at a specified time – as appropriate.