MERRYLANDS HIGH SCHOOL
YEAR 9 – 2013
SUBJECT CHOICES

In 2013 students will study TWO elective courses and the courses chosen will have two year duration, until the end of year 10.

- All students in Year 9 2013 and Year 10 2014 at Merrylands High School will study the following compulsory courses:
  - English
  - Mathematics
  - Science
  - PD/Health/PE
  - History
  - Geography

In addition, two Elective Courses are to be chosen. Students may request any two subject combinations from any of the KLAs. Elective Courses offered for 2013 are:

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<thead>
<tr>
<th>KEY LEARNING AREA</th>
<th>COURSES OFFERED</th>
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</thead>
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<tr>
<td>Creative &amp; Performing Arts (CAPA)</td>
<td>Visual Design</td>
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<tr>
<td></td>
<td>Music (Keyboard/Guitar/Instrumental)</td>
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<td></td>
<td>Visual Arts</td>
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<td>Drama</td>
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<td>Dance</td>
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<td>Human Society &amp; Its Environment (HSIE)</td>
<td>Commerce</td>
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<td>Aboriginal Studies</td>
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<td>History's Mysteries</td>
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<tr>
<td>Languages Other Than English (L.O.T.E.)</td>
<td>French</td>
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<td></td>
<td>Italian</td>
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<tr>
<td>PD/Health/PE</td>
<td>Physical Activity and Sports Studies</td>
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<tr>
<td>TAS Industrial Arts (TAS)</td>
<td>Technology – Information and Software</td>
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<td></td>
<td>Technology – Metal</td>
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<td>Technology – Wood</td>
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<td>Technology – Graphics</td>
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<td></td>
<td>Design and Technology</td>
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<td>Technology – Food</td>
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<td>Technology – Textiles and Design</td>
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</tbody>
</table>


1. The information night on Tuesday, 7th August will provide important information to support your child in making their subject choices for 2013. A course information booklet will be issued.

2. The selection form will be issued to students at a year meeting on Wednesday, 8th August.

3. Selection forms must be filled in and handed into the PDHPE staffroom by 10th August, 2012.
   NOTE: Please choose carefully. **ALL** forms must be signed by the student and their parent/guardian. Students must nominate 5 courses, ranked in order of preference 1-5. Students will be given their first choices where possible, but this will depend on the early receipt of forms and the availability of places within the class. Classes will only be formed where numbers are sufficient.

This form must be filled in and handed into the PDHPE staffroom by 10th August, 2012. Applications received after this time may miss the ballot and students may have to accept whatever vacancies remain.

Where there are more students wanting to do a course than class places available, the classes will be formed by ballots.
COURSE NAME: MUSIC
FACULTY/KLA: CREATIVE AND PERFORMING ARTS

COURSE OUTLINE:

In the Music Elective course in Years 9 and 10, students will study:

- The concepts of music
- Through the learning experiences of performing, composing and listening
- Within the context of a range of styles, periods and genres

1. Concepts of Music
   - Duration
   - Pitch
   - Dynamics and expressive techniques
   - Tone colour
   - Texture
   - Structure

2. Learning Experiences

Performing
At least 50% of class time is used in the instruction of students in their chosen instrument/instruments and in the preparation of a repertoire of performance pieces.
It is not necessary for students to have had previous experience on an instrument. Popular instruments include electric guitar, electric bass, drums, keyboard, voice, band and orchestral instruments.

Composing
Students will be encouraged to experiment, organize and use musical sounds in the creation of their own musical compositions. They will have the opportunity to use loop based composition software such as Acid 4.0, midi files and Finale notation systems.

Listening
The Elective course requires students to develop further knowledge, understanding and skills in a range of musical contexts through the study of a compulsory topic and additional topics. Students must study the compulsory topic Australian Music, and at least two topics from each of the groups below:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
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<tbody>
<tr>
<td>Baroque Music</td>
<td>Popular Music</td>
</tr>
<tr>
<td>Classical Music</td>
<td>Jazz</td>
</tr>
<tr>
<td>Nineteenth Century Music</td>
<td>Music for Radio, Film, Television and multimedia</td>
</tr>
<tr>
<td>Medieval Music</td>
<td>Music of a Culture (different from Group 1)</td>
</tr>
<tr>
<td>Renaissance Music</td>
<td>Music for small Ensembles (Group 2)</td>
</tr>
<tr>
<td>Art Music of the 20th and 21st centuries</td>
<td>Music for large Ensembles (Group 2)</td>
</tr>
<tr>
<td>Music of a Culture</td>
<td>Rock Music</td>
</tr>
<tr>
<td>Music for small Ensembles (Group 1)</td>
<td>Music and Technology</td>
</tr>
<tr>
<td>Music for large Ensembles (Group 1)</td>
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</tr>
</tbody>
</table>

Course Fee: $30.00
COURSE NAME: VISUAL ARTS
FACULTY/KLA: CREATIVE AND PERFORMING ARTS

COURSE OUTLINE:

Content in the Elective Visual Arts course is organized in three broad areas as it connects with art making and critical and historical interpretations and explanations of art. These areas are:

- Practice
- The Conceptual Framework
- The Frames

Practice relates to student’s art making and critical and historical studies of art.

The Conceptual Framework identifies the functional and intentional relations of the artist, the artwork, the world and audience as the agencies of the art world.

The Frames – Subjective, cultural, Structural and Post – Modern – account for different points of view, value and beliefs in and about the Visual Arts.

Students will develop knowledge, understanding and skills:

- To make artworks informed by their understanding of practice, the conceptual framework and the frames
- To critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

Students will make artworks that build a body of work developed over time, using an extended range of material and techniques and various investigations of the world.

Students continue to use a Visual Arts Diary, as they enhance and expand explorations of ideas and interests in the world, experiment with new ways to formulate ideas for art works and become more practiced in selecting and utilizing appropriate materials and techniques for making art works.

In critical historical studies students utilize the conceptual framework and the four frames to understand the visual arts.

It is recommended that in the elective course:

- At least 40% of time should be dedicated to art making and related aspects of content
- A further 40% of time should be dedicated to the critical and historical interpretations and explanations of art and related aspects of content
- The remaining 20% of time should be used to maximize the interests of students and teachers in any aspects of content

Course Fee: $35
COURSE NAME: VISUAL DESIGN  
FACULTY/KLA: CREATIVE AND PERFORMING ARTS  
COURSE OUTLINE:

Content in the Elective Visual Design course is organized in three broad areas as it connects with visual design art making and critical and historical interpretations and explanations of design works. These areas are:

- Practice
- The Conceptual Framework
- The Frames

**Practice** relates to student’s design making and critical and historical interpretation of visual design art works.

**The Conceptual Framework** identifies the functional and intentional relations of the artist, the artwork, the world and audience as the agencies of the art world.

**The Frames** – Subjective, cultural, Structural and Post – Modern – account for different points of view, value and beliefs in and about visual design.

Students will develop knowledge, understanding and skills:

- To make visual design artworks informed by their understanding of **practice**, the **conceptual framework** and the **frames**
- To **critically and historically** interpret visual design artworks informed by their understanding of **practice**, the **conceptual framework** and the **frames**.

Students will design artworks that build a folio of work developed over time, using an extended range of materials and techniques and various investigations of ideas and interests in the world.

Students maintain a **Visual Design Journal** which documents evidence of visual design practice which may include investigation and resolution of concepts, ideas and interests in the world, experiments with media, techniques and personal evaluative and reflective statements.

In critical historical studies students utilize the conceptual framework and the four frames to understand visual design.

Examples of topic and activities in which the students may be engaged include:

- the visual image in advertising
- the conventions and application of illustration / cartooning
- the application of visual images in print e.g. posters and postcards
- the body as a site for visual design e.g. jewellery, wearables
- theatrical applications of visual design
- the creation of virtual worlds
- the conventions of video animation

Of course, there are many more interesting topics and activities in this course.

It is recommended that in the Visual Design elective course:

- At least 40% of time should be dedicated to making and related aspects of content
- A further 40% of time should be dedicated to the critical and historical interpretations, explanations and related aspects of content
- The remaining 20% of time should be used to maximize the interests of students and teachers in any aspects of content

Course Fee: $35
COURSE NAME: ABORIGINAL STUDIES
FACULTY/K.L.A. HUMAN SOCIETY AND ITS ENVIRONMENT
COURSE OUTLINE:

The Aboriginal Studies Junior Syllabus has been released this year to compliment the Senior Aboriginal Studies Syllabus.

It is an exciting course with an emphasis on Aboriginal community participation and places a priority on excursions and guest speakers.

The Principal focus is an exploration of Aboriginality and linked concepts cultural identity and cultural diversity.

Themes for study include:

- Aboriginal Literature
- Aboriginal Technology & Environment
- Aboriginal Visual & Performing Arts
- Aboriginal Life Stories
- Aboriginal Enterprises
- Aboriginal Participation in Sport

The course is particularly relevant when we consider the move towards Reconciliation. It is also important that Australians especially young Australians learn about the rich Aboriginal cultural heritage that has been part of Australia’s history for some 40,000 years.

ASSESSMENT: Assessment will involve class work, assignment work and written tests

Course Fee: Nil

It is likely there will be some cost involved in excursions taken during the course of the year.
COURSE NAME: FRENCH/ITALIAN
FACULTY: LANGUAGES OTHER THAN ENGLISH

COURSE OUTLINE:

Studying languages provides the opportunity for you to experience a whole new world. A world of new friends in exciting lands. Learning languages is as much a practical experience as it is a theoretical one.

Students learn to participate in and understand useful conversations about their daily lives. Topics studied include:

<table>
<thead>
<tr>
<th>Home and family life</th>
<th>Food</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shopping</td>
<td>Travel and directions</td>
<td>Music, film and computer</td>
</tr>
</tbody>
</table>

Students also learn about the culture through language, for example a visit to a restaurant while learning about food enables students to use language while observing cultural customs. There is also the opportunity to travel to China to visit our sister school.

The rich linguistic and cultural diversity of New South Wales, to which French contribute significantly, provides an ideal education environment where the study of other languages and cultures is valued as a unique and integral part of the 9-10 curriculum.

Governments and businesses are increasingly recognizing the importance of a community where many people speak more than one language.

French and Italian will be offered as separate subjects for Year 9.

Assessment involves class work, exams and assignments including movie making. Oral work and written work should have equal weight.

Course Fee: Nil
The Year 9 and 10 Commerce course gives a good introduction to the world of business and work.

Commerce aims to develop important skills which are important in everyday life and in future work situations. It gives the student an opportunity to learn about the following areas:

- **BUSINESS**
- **CONSUMERS**
- **MARKETING & SELLING**
- **EMPLOYMENT**
- **LAW & SOCIETY**
- **MONEY & PERSONAL FINANCE**
- **RUNNING A BUSINESS**
- **BECOMING INDEPENDENT**

During the course students will assume the roles of consumer, producer, worker, owner, manager, unionist and taxpayer. This prepares students using a range of learning experiences to take their future place as responsible citizens of our challenging commercial society. It also gives students a head start to many employment opportunities in the world of business and government.

Commerce helps prepare students for Business Studies, Economics, Business Services and Legal Studies in years 11 and 12.

**Course Fee:** Nil
COURSE NAME: GRAPHICS – TECHNOLOGY
FACULTY/KLA: TAS – INDUSTRIAL ARTS

COURSE OUTLINE:

The production of articles relies strongly on communication by graphics. This course covers a range of standard drawing techniques and their applications. Areas covered include Engineering, Architectural, Pictorial Product, Furniture and computer drawing. Students may specialize in one area during year 10. All students will produce a range of drawings using a computer and plotter/printer. A project is undertaken during year 10. Each student will be awarded a School Certificate grade based on work carried out during year 10. Student selection this course will undertake their studies in the Technical Drawing and computer Facilities.

This course in Industrial Arts includes a course fee to cover some materials used in the course during the year. Students are expected to pay for extra materials used in the major project, where appropriate.

Course fee: $20
Students may elect to do two Technology courses in Year 9; a different course will be covered in each elective.

All subjects are School Certificate graded courses, studies for two years.

A brief description of each course is given below. Should you require further information, please contact a member of the Industrial Arts faculty.

© **TECHNICS – METAL**
Students will design and construct articles based on metal materials using hand tools, portable power tools and machinery. Emphasis is placed on the mastery of practical skills and the safe application of these skills in the production of a variety of projects. Year 10 students may undertake a major project of their own choice in Terms 2 and 3. Each student will be awarded a School Certificate grade based on work carried out during Year 10.

© **TECHNICS - WOOD**
Students will design and construct timber articles using hand tools, portable power tools and machinery. Emphasis is placed on the mastery of practical skills and the safe application of these skills in the production of projects. Year 10 students may undertake a major project of their own choice in Terms 2 and 3. Each student will be awarded a School Certificate grade based on work carried out during Year 10.

These courses in Industrial Arts include a course fee to cover some of the materials used in the course during the year. Students are expected to pay for extra materials used in the major project, where appropriate.

Course materials contribution charged for these subjects during 2010 are detailed below:

<table>
<thead>
<tr>
<th>Course Fee:</th>
<th>Technics - Metal</th>
<th>$35 each year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technics - Wood</td>
<td>$35 each year</td>
<td></td>
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</tbody>
</table>

Appropriate safety equipment will also be required (when work is carried out) in a workshop.
What is the aim of the course?
Information and Software Technology develops student’s problem-solving skills in order to design solutions to real-world problems. Students develop knowledge, confidence and creativity in analyzing, designing and evaluating information and software technology solutions, using a range of computer software and hardware.

Core content of the Information and software Technology Syllabus provides students with specialized knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues.

PROJECTS:
Students develop information and software technology solutions through project work, individually and collaboratively. Possible option topics for project work include:

- Artificial intelligence, simulation and modeling
- Authoring and multimedia
- Database media
- Digital media
- The Internet and website development
- Networking systems
- Robotics and automated systems
- Software development and programming

ASSESSMENT:

This will include tests, assignments and practical tasks.

Each student will be asked to pay a course fee to cover the cost of some of the materials supplied during that year.

Course Fee: $20 per year
Students should also purchase a memory stick to backup their work.
What is the aim of the course?
The aim of the Physical Activity and Sports Studies Stage 5 elective course is to develop in each student the capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Throughout the course, students will:

- Develop a foundation for efficient and enjoyable participation and performance in physical activity in sport
- Develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal Wellbeing
- Enhance the participation and performance of themselves and others in physical activity and sport
- Develop the personal skills to participate in physical activity and sport with confidence and enjoyment

Physical Activity and Sports Studies involves both theoretical and practical components. Students are reminded that FULL sports uniform is needed to participate in this course.

Course Units:

<table>
<thead>
<tr>
<th>Foundations of Physical Activity Activity</th>
<th>Physical Activity and Sport in Society</th>
<th>Enhancing Participation and Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Body systems and energy</td>
<td>* Australia’s sporting identity</td>
<td>* Promoting active lifestyles</td>
</tr>
<tr>
<td>For physical activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Physical Activity for health</td>
<td>* Lifestyle, leisure and Recreation</td>
<td>* Coaching</td>
</tr>
<tr>
<td>* Physical fitness</td>
<td>* Physical activity and sport</td>
<td>* Enhancing performance – strategies and techniques</td>
</tr>
<tr>
<td>For specific groups</td>
<td>For specific groups</td>
<td></td>
</tr>
<tr>
<td>* Fundamentals of movement</td>
<td>* Opportunities and pathways in physical activity</td>
<td>* Technology, participation and performance</td>
</tr>
<tr>
<td>Skill development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Nutrition and physical activity</td>
<td>* Issues in physical activity</td>
<td>* Event management</td>
</tr>
<tr>
<td>* Participating with safety</td>
<td></td>
<td></td>
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</tbody>
</table>

Course Fee: $30 each year

A number of teaching units require students to participate in practical tasks that are off premises. This requires payment for participation.
The study of Food Technology is a two-year course and provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, as well as nutritional considerations and consumption patterns.

The knowledge and understanding is fundamental to the development of food specific skills enabling students to produce quality food products and develop practical skills in preparing and presenting food.

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Students will design, produce and evaluate solutions to situations involving food.

Through a study of food and its applications in domestic, commercial, industrial and global settings, the course caters for all students' needs and interests.

It contributes to both vocational and general life experiences, providing numerous employment opportunities.

Focus area:

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food in Australia</td>
<td>Food service and catering</td>
</tr>
<tr>
<td>Food equity</td>
<td>Food for special needs</td>
</tr>
<tr>
<td>Food product development</td>
<td>Food for special occasions</td>
</tr>
<tr>
<td>Food selection and health</td>
<td>Food trends</td>
</tr>
<tr>
<td>Course Fee: $70.00</td>
<td>Course Fee: $80.00</td>
</tr>
</tbody>
</table>

Note: Students are required to pay the fee at the beginning of the year in order to cover the cost of materials and foods supplied in practical lessons. The fee covers at least 30 practical lessons throughout the year.

Appropriate safety equipment and high hygiene standards will also be required when work is carried out in food laboratories.
Areas of Study:

Design
Properties and Performance of Textiles
Textiles and Society

The study of Textiles Technology is a two year course and provides students with a broad knowledge of properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored.

Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses.

Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques, leading to exciting career pathways and leisure pursuits.

Students will investigate the work of textile designers and from this research make judgments about the appropriateness of design ideas, the selection of materials and of tools and the quality of textile items. Students will be challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.

Students will develop an appreciation of the factors affecting them as textile consumers. Current technologies and innovations that continue to emerge in the textile industry will be addressed with emphasis on their economic, social and environmental consequences.

Focus area:

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel – includes clothing and accessories such as shoes, hats, jewellery and belts</td>
<td>Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design</td>
</tr>
<tr>
<td>Non-apparel – includes book covers, toys, bags, umbrellas, tents, backpacks and sleeping bags</td>
<td>Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes</td>
</tr>
<tr>
<td>Course Fee: $20.00</td>
<td>Course Fee: $25.00</td>
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</tbody>
</table>

Note: Students are required to pay the fee at the beginning of the year in order to cover the cost of some materials supplied in practical lessons.

Appropriate safety equipment will be required when work is carried out in textile rooms.
COURSE NAME: HISTORY ELECTIVE
HISTORY’S MYSTERIES

COURSE OUTLINE:

The year 9 and 10 course enables students to gain skills in using a forensic approach to study some of the great unsolved mysteries of history. Topics could include:

- The Medieval World
- Terrorism

Also, the following mysteries:

- Stonehenge - How and why?
- Tutankhamun - Was there a curse?
- Ned Kelly - Freedom fighter or terrorist?
- President Kennedy - Who really killed him?
- Tupac - Is he really dead?

Through the study of this subject, students will value and appreciate the study of history as a study of human experience. They will gain valuable skills in using evidence and have the opportunity to indulge their interest and enthusiasm for history.

Course Fee: Nil
COURSE NAME: DESIGN AND TECHNOLOGY
FACULTY/KLA TAS – INDUSTRIAL ARTS

COURSE OUTLINE:

Design and Technology is an elective course that may be studied for 100 or 200 hours for the School Certificate. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

Course Description

Design and Technology develops a student’s ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn about?

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects. Projects may include materials such as Wood, Metal, Plastics and Electronics.

Course Fee: $35 per year
COURSE NAME: DRAMA
FACULTY/KLA: CREATIVE AND PERFORMING ARTS
COURSE OUTLINE:

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

- making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural. Aesthetic and political aspects of the human experience.

Students engage in an integrated study of:

- the elements of drama (Role and Character, Focus, Tension, Time, Place, Situation, Space, Structure, Language, Sound, Movement, Rhythm, Moment, Atmosphere, Symbols, Dramatic meaning and Audience engagement) through the practices of making, performing and appreciating within the context of a range of dramatic forms, performance styles and their dramatic technique and theatrical conventions.

Additional content

Additional content is included for courses 200 hours and beyond. For each 100 additional hour’s indicative hours of Drama, students are provided with opportunities to explore aspects of Drama in greater depth and/or breadth by engaging in an integrated study of the elements of drama through the practices within the context of playbuilding and AT LEAST TWO other dramatic forms or performance styles.

Compulsory Context – Playbuilding (at least 1 unit of playbuilding for every 100 hours of Drama undertaken.)

Other Dramatic contexts (at least TWO other dramatic contexts must be studied for each subsequent 100 hours of additional drama content).

Contexts include:

- Improvisation
- Political / protest theatre
- Small Screen Drama
- Creative movement
- Scripted Drama
- Aboriginal performance
- Ancient Greek Drama
- Mask
- Mime
- Commedia dell’arte
- Physical theatre
- Realism
- Shakespeare
- Melodrama
- Clowning / comedy

Course Fee: $30.00
Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

Students will develop knowledge, understanding and skills about dance as an artform through:
- Performance
- Composition
- Appreciation

What will students learn about?
They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?
Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Essential Content: In Dance Years 7–10, represents 100 indicative hours in which students will engage in an integrated study:
- of the practices of performance, composition and appreciation
- and of the elements of dance
- within the context of dance as an artform.

Additional Content:
Additional content is included for courses of 200 hours and beyond. Additional content provides opportunities for students to further broaden, deepen and extend learning. A 200-hour course includes the Essential Content and Additional Content 1, which builds upon the Essential Content. Students will have opportunities to apply dance technique to a variety of dance styles.

DANCE STYLES STUDIED: Contemporary, Modern, Lyrical, Ballet, Jazz, Hip Hop, Tap, Musical Theatre and Digital Dance.

DANCE OPPORTUNITIES:
Students will engage in Dance events such as SWS Regional Dance Festival where they have the opportunity to audition, and upon success, perform a group choreographed dance at a venue that provides students with a professional Performing Arts environment. Year 9 students will develop a touring dance company – “Elements Tour” that visits a variety of local Primary Schools, offering a one hour performance and dance workshop to the Primary School students.

Course Fee: $30.00
Safe Respectful Learners
MERRYLANDS HIGH SCHOOL

COURSE SELECTION
INFORMATION
YEAR 9 – 2013