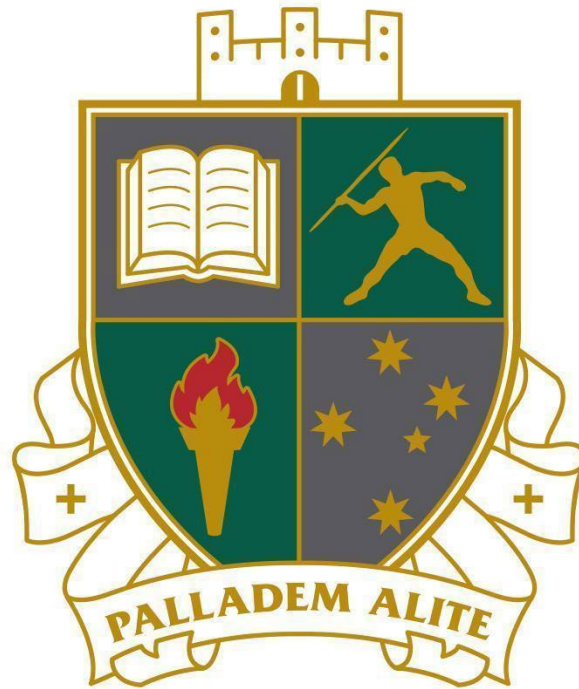




STRATHMORE SECONDARY COLLEGE

YEAR 8 – 2027
Subject Guide

YEAR 8 CORE SUBJECTS

- English
- Mathematics
- Science
- Humanities
- Health and Physical Education

YEAR 8 INDIVIDUAL PROGRAM UNITS

LANGUAGES

- Greek
- Italian
- Japanese

LITERACY INTERVENTION PROGRAM

- Support for Literacy

VISUAL ARTS

- Art 1: My Pop Culture
- Art 2: Myths & Me
- Visual Communication Design

TECHNOLOGIES

- Design & Technology (Wood & Textiles)
- Digital Technology (Solving Problems with Digital Technology)
- Food Technology
- Systems Technology

PERFORMING ARTS, MUSIC & MEDIA

- Dance
- Drama
- Media
- Music
- Performance Project – Musical Theatre

ENRICHMENT

- Advanced English
- Advanced Mathematics
- STEAM Project – Diving Beneath the Surface

Semester 1

Creative Writing – *The Giver*
Reading and Viewing – *Spirited Away*
Reading Program

Learning Tasks

Term 1

- The Giver – Dystopian Creative Writing

Term 2

- Analytical Essay – *Spirited Away*
- Reading Habits and Goal Setting

Overview:

Reading and Viewing: Over the course of Term 1, students explore a range of dystopian texts—poetry, novels, short stories, plays, and graphic novels—examining key ideas and how meaning is created. In Term 2, they analyse Hayao Miyazaki’s *Spirited Away*, focusing on film techniques and audience impact. Through the Reading Program, students set goals and build effective reading and learning habits.

Writing: In the creative writing unit, students study mentor texts to explore narrative techniques, voice, and style, then apply these to create their own dystopian fiction. In analytical writing, they use academic language, including nominalisation, and reflect on the editing and review process.

Speaking and Listening:

Throughout the semester, students discuss and present ideas about texts, using academic vocabulary to support their roles in conversations. They explore and challenge meanings through discussion and evaluate texts using film and literary devices.

Term 1

Key Skills

- explore opinions about the language features, literary devices and text structures that contribute to the styles of literary texts VC2E8LE02
- explore how language features create tone and voice, and how literary devices create meaning and aesthetic qualities in texts VC2E8LE05
- create texts that experiment with literary language features and literary devices for particular purposes and effects VC2E8LE06
- analyse how authors organise ideas to shape meaning VC2E8LY06
- use comprehension strategies to interpret / evaluate ideas VC2E8LY07
- review and edit to refine and clarify ideas to improve the effectiveness and coherence of texts, and reflect on these processes VC2E8LY09

Learning Habits

- *Communication – share ideas and listen to those shared by others*
- *Creativity - use imagination to create ways to convey ideas*

Term 2

Key Skills

- understand how cohesion in texts is improved by strengthening internal structures and sequence, with evidence, quotations and substantiation of claims VC2E8LA04
- explore opinions about the language features, literary devices and text structures that contribute to the styles of literary texts VC2E8LE02
- explain how language and still and moving images in a range of literary texts influence an audience’s response to and formation of social and/or ethical positions VC2E8LE03
- describe how representations of people, places and events reflect the context of the text VC2E8LY04
- use comprehension strategies to interpret / evaluate ideas VC2E8LY07

Learning Habits

- *Self-motivation – using feedback for individual goal-setting purposes*
- *Curiosity – explore how film is constructed for effect and research how Japanese culture is represented through film*

Home Learning:

To consolidate classwork, students should:

- Reread / watch texts for study
- Discuss texts with others
- Practise creating texts and experimenting with language features
- Review and edit their writing and apply feedback

Parents/Guardians can support their student by:

- Discussing texts and related ideas with the student.
- Supporting the student to read / reread the texts for study.
- Watching the film together or exploring additional dystopian texts.
- Reflecting on feedback provided by the teacher.
- Supporting the student to review and edit their writing.

Resources to access more information:

[English curriculum details](#)

[Fiction Writing](#)

[Punctuation](#)

[Grammar](#)

[Spirited Away Online Study Guide](#)

Semester 2 Reading and Viewing – The Outsiders Creating Texts – Writing for Digital Media Reading Program	Learning Tasks	
	Term 3	Term 4
	- Analytical essay – <i>The Outsiders</i> - Multimedia Presentation on Key Ideas in <i>The Outsiders</i>	Writing for Digital Media (Folio of articles)

Overview:

Reading and Viewing: Over the course of Semester 2, students engage with a variety of texts, including novels, articles, and research materials. They examine how literary devices and language shape readers' responses to values. Through the Reading Program, they build inquiry and reading skills.

Writing: When creating written and spoken texts, students select and expand on ideas and experiment with language features for purpose and effect and include appropriate multimodal or digital elements. They review and edit these texts and reflect on these processes. They use vocabulary typical of academic texts, including nominalisation.

Speaking and Listening

Students use academic vocabulary to discuss and question meanings in texts. When speaking, they deliver structured presentations using appropriate language, voice, and digital or multimodal elements for their audience and purpose.

Term 3

Key Skills

- explain the ways that ideas, issues and points of view in literary texts may represent the values of individuals and groups VC2E8LE01
- identify intertextual references in literary texts and explain how the references enable new understandings VC2E8LE04
- explore how literary devices such as imagery create meaning and aesthetic qualities in literary texts VC2E8LE05
- use interaction skills for identified purposes and contexts, including when supporting or challenging meanings of texts VC2E8LY01
- deliver structured spoken texts for particular purposes and audiences, using features of voice and multimodal or digital elements VC2E8LY02
- use comprehension strategies to interpret / evaluate ideas VC2E8LY07

Learning Habits

- Communication – share ideas and listen to those shared by others*

Term 4

Key Skills

- explain how texts are structured depending on purpose and how language features vary, recognising that some are hybrids VC2E8LA03
- understand how cohesion in texts is improved by strengthening internal structures and sequence VC2E8LA04
- examine clause structures that add / expand ideas VC2E8LA05
- examine the role and use of academic vocabulary VC2E8LA08
- use punctuation conventions to extend ideas VC2E8LA09
- create texts that raise issues, report events & advance opinions, using language / textual choices & multimodal / digital elements VC2E8LY08
- review and edit to refine and clarify ideas to improve the effectiveness and coherence of texts, and reflect on these processes VC2E8LY09

Learning Habits

- Curiosity – to show a strong desire to learn and explore a topic*

Home Learning:

To consolidate classwork, students should:

- Reread text for study
- Discuss texts with others
- Read widely to explore ideas about conflict
- Read a variety of articles, paying attention to context, audience and purpose
- Review and edit their writing and apply feedback

Parents/Guardians can support their student by:

- Discussing texts and related ideas with the student.
- Supporting the student to reread the texts for study. Watching the film of *The Outsiders* could support student understanding.
- Reflecting on feedback provided.
- Supporting the student to review and edit their writing.

Resources to access more information:

[English curriculum details](#)
[The Outsiders Study Guide](#)
[How to Use Evidence in an Essay](#)
[Non-Fiction Writing](#)
[Punctuation & Grammar](#)

YEAR 8 MATHEMATICS

Semester 2	Learning Tasks	
	Term 3	Term 4
Measurement Linear Graphs Statistics and Probability Rates and Ratios Congruence and Similarity	Measurement	Statistics and Probability
	Linear Graphs	Rates and Ratios Congruence and Similarity

Overview:

In Semester 2, Year 8 Mathematics focuses on developing students' ability to analyse relationships, interpret data, and apply mathematical reasoning to a variety of real-world contexts. Through topics such as Measurement, Linear Graphs, Statistics and Probability, Rates and Ratios, and Congruence and Similarity, students will refine their problem-solving skills and strengthen their understanding of key mathematical concepts. Engaging in independent tasks, hands-on investigations, and collaborative learning, students will explore how mathematics connects to everyday situations, from interpreting data trends to understanding geometric relationships. This course encourages confidence and critical thinking, equipping students with the skills to approach mathematical challenges with logic and precision.

Term 3

Key Skills

- Convert between metric units and calculate perimeter, area, surface area, and volume of 2D and 3D shapes.
- Plot linear equations on the Cartesian plane, identify gradients and intercepts, and interpret real-world linear relationships.

Learning Habits

Resilience - Persevere through challenges and learn from mistakes.

Curiosity - Explore mathematical concepts and seek deeper understanding.

Term 4

Key Skills

- Collect, display, and interpret data using tables, graphs, and summary statistics (mean, median, mode, and range).
- Use fractions, decimals, and percentages to determine theoretical and experimental probabilities of events.
- Apply rates and ratios to real-world problems, including speed, unit pricing, and currency conversions.
- Understand and solve problems involving proportional relationships, including scaling in maps and models.
- Recognise and apply congruence rules to determine when two shapes are identical in size and shape.
-

Learning Habits

Self-motivation - Set goals, take initiative, and actively engage in improving mathematical skills.

Communication - Share ideas clearly, use proper terminology, and justify reasoning in maths discussions and solutions.

Home Learning:

To consolidate classwork, students should:

- Review lesson notes and reflect on their learning.
- Complete textbook questions and assigned tasks.
- Use Mathspace for additional practice and problem-solving.

Parents/Guardians can support their student by:

- Discussing topics with student.
- Reflecting on feedback provided by the teacher.
- Encouraging growth mindset.
- Encouraging and directing students to use Mathspace

Resources to access more information:

<https://mathspace.co/au>

YEAR 8 MATHEMATICS

Semester 1	Learning Tasks	
	Term 1	Term 2
	Integers	Algebra
	Fractions and Decimals	Equations
Integers		
Fractions and Decimals		
Percentages		
Algebra		
Equations		
Pythagoras' Theorem		

Overview:

Mathematics in Year 8 Semester 1 builds on foundational skills while developing deeper problem-solving and analytical thinking. Students will engage in a mix of independent practice, hands-on activities, and collaborative tasks to strengthen their mathematical reasoning. Through topics such as Integers, Fractions and Decimals, Percentages, Algebra, Equations, and Pythagoras' Theorem, students will refine their ability to manipulate numbers, solve equations, and apply mathematical concepts to real-world situations. This course aims to enhance confidence in mathematics, encouraging students to think critically, explore patterns, and recognise the practical applications of mathematical principles in everyday life.

Term 1

Key Skills

- Apply addition, subtraction, multiplication, and division rules with positive and negative numbers.
- Convert between fractions, decimals, and percentages, and perform calculations involving all operations.
- Calculate percentage increases and decreases, discounts and profit/loss,
- Use distributive properties to expand expressions and factorise simple algebraic terms.
- Solve one-step and multi-step equations, including those with fractions and brackets.

Learning Habits

Resilience - Persevere through challenges and learn from mistakes.

Curiosity - Explore mathematical concepts and seek deeper understanding.

Term 2

Key Skills

- Use Pythagoras' theorem to calculate unknown side lengths in right-angled triangles.
- Solve problems involving direct proportion, scale factors, and real-world applications of ratios.
- Represent relationships using tables, equations, and Cartesian graphs.
- Identify number patterns, find rules for sequences, and apply algebraic techniques to describe them.
- Solve multi-step word problems and use logical strategies to justify solutions.

Learning Habits

Self-motivation - Set goals, take initiative, and actively engage in improving mathematical skills.

Communication - Share ideas clearly, use proper terminology, and justify reasoning in maths discussions and solutions.

Home Learning:

To consolidate classwork, students should:

- Review lesson notes and reflect on their learning.
- Complete textbook questions and assigned tasks.
- Use Mathspace for additional practice and problem-solving.

Parents/Guardians can support their student by:

- Discussing topics with student.
- Encouraging growth mindset.
- Reflecting on feedback provided by the teacher.
- Encouraging and directing students to use Mathspace

Resources to access more information:

<https://mathspace.co/au>

YEAR 8 SCIENCE

Semester 1 Geology Cells Body Systems	Learning Tasks	
	Term 1	Term 2
	Geology test	Cells science communication task Body Systems practical report

Overview:

In Semester 1 students learn about Earth and Space Science through the Geology topic, where students have the opportunity to explore VSSEC's Mission to Mars excursion; and Biology through the Cells and Body Systems topics.

Science in Year 8 focuses on developing skills built in Year 7, while introducing new challenges and content to further their science learning. In a laboratory setting students continue to develop and progress the skills required to plan, safely conduct and analyse practical experimental investigations to enhance content knowledge from class. New skills are built through the introduction of dissections in the body systems topic. Critical thinking and questioning skills are applied throughout units of learning, as students are asked to consider the factors that make investigations reliable.

Term 1

Key Skills

- Compare the compositions of the different layers of the Earth.
- Identify the properties of different types of rocks.
- Describe the formation of igneous, sedimentary and metamorphic rocks.
- Formulate questions to guide investigations.
- Explain erosion and weathering.
- Exploring the potential for terraforming on Mars.

Learning Habits

Curiosity – asking deeper questions to support learning.

Creativity – applying learning to novel contexts.

Resilience – the capacity to problem solve.

Term 2

Key Skills

- Describe the increasing complexity of organism structure.
- Demonstrate safe use of a microscope.
- Describe structure and function of cell organelles
- Compare animal and plant cells.
- Describe structure and function of the circulatory and respiratory systems.
- Dissect a heart.
- Design and conduct an investigation into heart rate.

Learning Habits

Communication – explaining learned content through science communication media

Self-motivation – managing time and acting on feedback to improve science communication skills.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Complete assigned Stile lessons.
- Write summaries or flash cards of new material learned.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework and/or class task progress.
- Reflecting on feedback.

Resources to access more information:

Google Classroom

StileApp (students log in with

Microsoft with school credentials)

<https://stileapp.com>

YEAR 8 SCIENCE

Semester 2 Atoms and Molecules Physical and Chemical Change Electricity Simple Machines	Learning Tasks	
	Term 3	Term 4
	Atoms and Molecules test Physical and Chemical Change experimental investigation	Electricity test

Overview:

In Semester 2 students learn about Chemistry through the Atoms and Molecules and Physical and Chemical Change topics; and Physics through the Electricity and Simple Machines topics.

Through new content, students continue to refine their key science skills while building further understanding of the world around them. Chemistry knowledge is extended from Year 7 through the introduction of the elements of the Periodic Table, and comparing the difference between physical and chemical changes. Reporting skills are continually developed, with another experimental investigation in Chemistry. Students apply their learning in Physics through building and understanding electrical circuits, and testing the application of forces through a simple machines project.

Term 3

Key Skills

- Draw examples of atoms, molecules and compounds.
- Explain how the Periodic Table is arranged.
- Differentiate between physical and chemical change.
- State the indicators of chemical change.
- Use data from experimental investigations to draw conclusions.

Learning Habits

Self-motivation – seeking feedback and taking the initiative on completing learning tasks.

Resilience – the capacity to problem solve.

Communication – reporting on findings from experimental investigations.

Term 4

Key Skills

- Link knowledge of Energy to Electricity.
- Describe electricity as the flow of electric charges.
- Use conventional symbols to construct simple circuit diagrams.
- Exploring forces through the use of simple machines.
- Evaluating different simple machines for their mechanical advantage.
- Describe how simple machines can alter the direction and magnitude of forces.
- Design a series of simple machines.

Learning Habits

Curiosity – applying content knowledge to design elements of practical learning.

Creativity – working with others to problem solve in novel contexts.

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Complete assigned Stile lessons.
- Write summaries or flash cards of new material learned.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework task progress.
- Reflecting on feedback.

Resources to access more information:

Google Classroom

StileApp (students log in with

Microsoft with school credentials)

<https://stileapp.com>

YEAR 8 HUMANITIES

Semester 2

Civics, Citizenship, Economics and Business
Geospatial Skills
Changing Nations
Coastal landforms and landscapes

Learning Tasks

Term 3

Civics, Citizenship, Economics and Business test
Geospatial skills test

Term 4

Changing Nations – Folio task
Coastal landforms and landscapes - fieldwork

Overview:

Students will learn about the structure of Australia's government and legal system, as well as how to be an active citizen. They will explore the world of work and a variety of different businesses.

Students will explore the connections between people, places, and the environment. Students will examine Australia's landscapes and landforms, exploring their features, distribution, and cultural significance, particularly for Aboriginal and Torres Strait Islander Peoples. They will investigate natural and human influences on landform development, including geomorphological hazards and environmental change.

In studying changing nations, students will analyse urbanisation patterns, comparing Australia with countries like Indonesia, China, India, and the U.S. They will explore migration trends, urban growth impacts, and strategies to improve sustainability and liveability, including responses to climate change.

Term 3

Key Skills

- Use maps, graphs, and other visual formats to represent data clearly.
- Analyze data to find patterns, relationships, and trends.
- Think critically and consider ethical values when making conclusions.
- Use evidence to explain real-world geographical issues.
- Clearly explain ideas and findings using geographical knowledge.
- Use maps, graphs, and written explanations to share information.

Learning Habits

Self-motivation - initiative to undertake or continue a task or activity without being asked

Curiosity - a strong desire to know or learn about history

Term 4

Key Skills

- Develop strong questions to investigate geographical issues and challenges
- Collect and organize information from different sources, including fieldwork and digital tools
- Develop strategies to address environmental, social, and economic challenges.
- Predict potential impacts of decisions and propose effective solutions.

Learning Habits

Communication - ability to read and understand historical evidence

Creativity - engage with content creatively

Resilience - the capacity to problem solve

Home Learning:

To consolidate classwork, students should:

- Complete extension tasks set by their teacher
- Discuss topics such as global issues with others
- Engage with wider sources, such as documentaries, articles,
- Self-assess understanding

Parents/Guardians can support their student by:

- Discussing topics with students.
- Watching documentaries or reading articles together.
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Resources on a range of Humanities' subjects

<https://www.abc.net.au/education>

History and Civics & Citizenship
Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/humanities>

Trove at the National Library of Australia

<https://trove.nla.gov.au/>

YEAR 8 HUMANITIES

Semester 1 Medieval History Japan under the Shogun	Learning Tasks	
	Term 1	Term 2
	Essay comparing the significance of two topics	Source analysis test

Overview:

Year 8 Historians study societies leading to the modern world between 600 and 1750 CE. They will study key changes and continuities in society, culture, economy, environment, and politics, including how different groups' roles and relationships evolved. Students will gain an understanding of the experiences and perspectives of rulers and ruled, and the interaction between power and authority and how these events impact our lives today. They will also consider the role and contribution of significant individuals and groups for change. The focus is on Europe and the Mediterranean through *Medieval History* and Asia through *Japan under the Shogun*.

Term 1

Key Skills

- develop and use historical questions to inform historical investigations
- sequence significant events, individuals, ideas and developments chronologically to explain continuity and change and causes and consequences
- explain continuity and change
- construct historical interpretations using appropriate historical concepts, terms, knowledge, conventions and evidence from historical sources

Learning Habits

Self-motivation - initiative to undertake or continue a task or activity without being asked

Curiosity - a strong desire to know or learn about history

Term 2

Key Skills

- explain the features, content and context of historical sources
- analyse the value of sources for use as evidence to explain historical significance, continuity and change, and causes and consequences

Learning Habits

Communication - ability to read and understand historical evidence

Creativity - engage with content creatively

Resilience - the capacity to problem solve

Home Learning:

To consolidate classwork, students should:

- Complete extension tasks set by their teacher
- Review lesson content to ensure understanding
- Discuss topics with others
- Engage with wider source material, e.g. documentaries, articles
- Self-assess understanding and progress
-

Parents/Guardians can support their student by:

- Discussing topics with students.
- Watching documentaries or reading articles together.
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Resources on a range of Humanities' subjects

<https://www.abc.net.au/education>

History and Civics & Citizenship
Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/humanities>

Trove at the National Library of Australia

<https://trove.nla.gov.au/>

YEAR 8 HEALTH & PHYSICAL EDUCATION - HEALTH

Physical Education Drugs: Alcohol Mental Health: Body Image Sexuality: Reproduction First Aid/Water Safety	Learning Tasks	
	Term A	Term B
	Alcohol Presentation	Reproductive Storybook

Overview:

In Year 8 Health Education, students continue to develop their understanding of health and wellbeing through essential units on Alcohol, Body Image, Reproduction, and First Aid/Water Safety. This course empowers students to make informed, responsible choices by exploring the effects and risks associated with alcohol use, promoting awareness and resilience against peer pressure. The Body Image unit encourages positive self-esteem and challenges societal influences, helping students appreciate diversity and develop a healthy relationship with their bodies. The Reproduction unit provides accurate, respectful information about human development, relationships, and consent. Practical skills are fostered in the First Aid and Water Safety unit, equipping students with vital knowledge to respond confidently in emergencies and stay safe around water. This program supports students to build resilience, respect, and responsibility, preparing them for the challenges of adolescence and beyond.

NB: Physical Education and Health Education are completed in alternating terms as one subject throughout the year, the order of topics will be covered at the discretion of the classroom teacher based on time of year and access to facilities.

Term A

Key Skills

- explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent across multiple settings (including online and offline)
- investigate how media and influential people in the community impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing

Learning Habits

Curiosity – A strong desire to know or learn something

Communication -Where information is exchanged between individuals, sending or receiving information.

Creativity – The use of imagination or original ideas to create something: inventiveness

Term B

Key Skills

- analyse and reflect on the influence of values and beliefs on the development of identities
- refine protective behaviours and evaluate community resources to seek help for themselves and others (including basic first aid and CPR)

Learning Habits

Curiosity – A strong desire to know or learn something

Communication -Where information is exchanged between individuals, sending or receiving information.

Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate classwork, students should:

- Discuss topics covered in class with others
- Practice and develop skills and language outside the classroom.

Parents/Guardians can support their student by:

- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>

YEAR 8 HEALTH & PHYSICAL EDUCATION - PE

Physical Education	Learning Tasks	
	Term A	Term B
Fitness	Fitness	Net & Wall Games
Striking & Fielding Games	Striking & Fielding Games	Invasion Games
Net & Wall Games		
Invasion Games		

Overview:

In Year 8 Physical Education, students deepen their understanding of physical activity through targeted units focusing on Fitness, Striking and Fielding games, Net and Wall games, and Invasion Games. This program encourages students to enhance their personal fitness levels by exploring components such as endurance, strength, and flexibility, promoting healthy lifestyle habits.

Through Striking and Fielding games like cricket and softball, learners develop hand-eye coordination, timing, and teamwork skills. Net and Wall games, including volleyball and pickleball, focus on agility, precision, and communication. Invasion Games such as football and basketball build strategic thinking, spatial awareness, and collaboration. These units foster students' physical competence, tactical understanding, and respect for fair play. This holistic approach supports students in becoming confident, active participants who value physical activity and teamwork throughout their lives.

NB: Physical Education and Health Education are completed in alternating terms as one subject throughout the year, the order of topics will be covered at the discretion of the classroom teacher based on time of year and access to facilities.

Term A

Key Skills

- participate in physical activities designed to improve fitness to investigate the impact of regular participation on health and wellbeing
- design and justify a physical activity plan that incorporates strategies to increase physical activity levels to achieve health and wellbeing outcomes

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.

Creativity – The use of imagination or original ideas to create something: inventiveness

Term B

Key Skills

- propose, test and evaluate movement strategies and skills that would be most effective in different movement situations
- analyse modifications to equipment, rules and scoring systems that support fair play and inclusive participation

Learning Habits

Resilience – the capacity to recover quickly from difficulty

Self-motivation – Initiative to undertake or continue a task or activity without someone else prodding or supervising you.

Creativity – The use of imagination or original ideas to create something: inventiveness

Home Learning:

To consolidate classwork, students should:

- Discuss topics covered in class with others
- Practice and develop practical skills outside the classroom

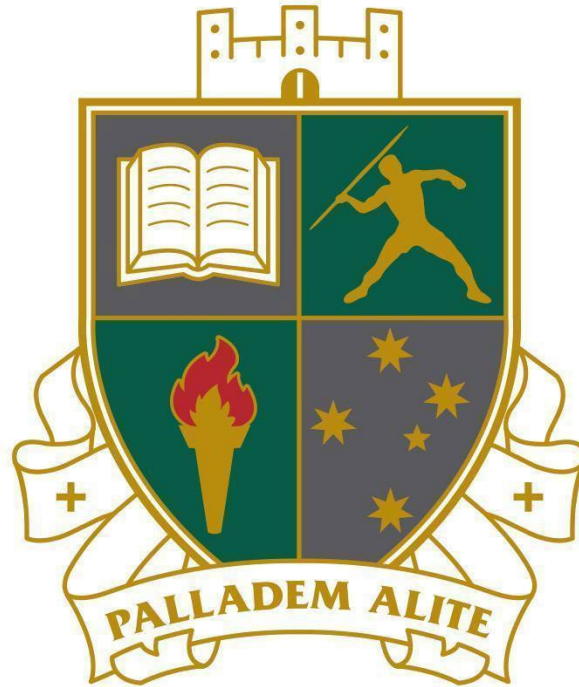
Parents/Guardians can support their student by:

- Giving students time and access to physical activity opportunities
- Reflecting on feedback provided by the teacher.

Resources to access more information:

Physical Education for the Victorian Curriculum

<https://f10.vcaa.vic.edu.au/learning-areas/health-and-physical-education/introduction>



STRATHMORE SECONDARY COLLEGE

YEAR 8 – 2027
INDIVIDUAL PROGRAM
UNITS

Semester 1

Topic 1: The body and senses
Topic 2: Preparing a meal
Topic 3: Food culture

Learning Tasks

Term 1

LT1: Listening skills - The body and senses
LT2: Reading skills - Who am I?

Term 2

LT3: Writing skills - Recipe and Script for roleplay
LT4: Speaking skills – Roleplay: food demonstration

Overview:

In Year 8 Greek, students build on foundational skills developed in Year 7, deepening their understanding and practical use of the language through listening, speaking, reading, and writing activities. They understand and apply rules and patterns to elements of Greek grammar, including word order, simple verb forms, nouns, adjectives, and particles. They use metalanguage to discuss grammatical features and compare Greek with English, supporting their grasp of language structures. Students engage in communicative tasks that reflect real-life contexts and develop intercultural competence by recognising and using language that conveys Greek cultural values.

Term 1

Key Skills

- Familiarise with relevant vocabulary
- Identify noun genders and applying definite article
- Use and conjugate relevant verbs to describe actions
- Use relevant adjectives to describe physical traits
- Apply noun-adjective agreement

Learning Habits

Resilience and self-motivation: Try, even when content is new and unfamiliar. Revise regularly to recall new vocabulary.

Curiosity: Ask questions, explore additional vocabulary and phrases

Communication: Volunteer information, interact and exchange information with others. Participate in peer feedback.

Term 2

Key Skills

- Express affirmative and negative preference
- Create lists and categories
- Use .gr websites to locate information
- Apply sentence word order
- Decline nouns in singular/plural
- Use diminutives, superlatives
- Incorporate units of measurement and abbreviations
- Comprehend and create instructional texts
- Create and participate in roleplays

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others. Participate in peer feedback.

Home Learning:

To consolidate classwork, students should:

- Engage in regular revision of unit vocabulary and grammar
- Practise Quizlet Study sets
- Complete assigned homework tasks

Parents/Guardians can support their student by:

Assist students with organisation of workbooks.

Encourage students to practise and showcase new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly oral assessments.

Provide access to age-appropriate Greek films on streaming services. Explore big brand .gr websites.

Resources to access more information:

Lesson slides & notes shared on Google Classroom

Quizlet

Online dictionaries and apps to practise Greek (e.g. Word Reference, Immerse Me)

Semester 2

Topic 1: My neighbourhood
Topic 2: Ancient Greek mythology
Topic 3: Ancient Athens and Sparta

Learning Tasks

Term 3

LT1: Listening skills - Visiting the local shops
LT2: Reading skills - Myths

Term 4

LT3: Writing skills - Tourist brochure
LT4: Speaking skills - Comparing daily routines and lifestyles

Overview:

In Year 8 Greek, students build on foundational skills developed in Year 7, deepening their understanding and practical use of the language through listening, speaking, reading, and writing activities. They understand and apply rules and patterns to elements of Greek grammar, including word order, simple verb forms, nouns, adjectives, and particles. They use metalanguage to discuss grammatical features and compare Greek with English, supporting their grasp of language structures. Students engage in communicative tasks that reflect real-life contexts and develop intercultural competence by recognising and using language that conveys Greek cultural values.

Term 3

Key Skills

- Familiarise and recall relevant vocabulary
- Use adverbs of place
- Conjugate verbs in past tenses
- Use relevant adjectives and apply noun-adjective agreement
- Create bilingual infographics
- Locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding in ways appropriately to context, purpose and audience

Learning Habits

Resilience and self-motivation: Try, even when content is new and unfamiliar. Revise regularly to recall new vocabulary.

Curiosity: Ask questions, explore additional vocabulary and phrases

Communication: Volunteer information, interact and exchange information with others. Participate in peer feedback.

Term 4

Key Skills

- Create spoken and written texts, selecting and using vocabulary, grammar, and textual features appropriate to the context, purpose, and audience
- Recognise and apply the sounds and conventions of spoken Greek to develop fluency, and to respond to and create simple texts
- Recognise how identity is shaped by language, culture, beliefs, attitudes and values

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others. Participate in peer feedback.

Home Learning:

To consolidate classwork, students should:

- Engage in regular revision of unit vocabulary and grammar
- Practise Quizlet Study sets
- Complete assigned homework tasks

Parents/Guardians can support their student by:

Assist students with organisation of workbooks.

Encourage students to practise and showcase new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly oral assessments.

Provide access to age-appropriate Greek films on streaming services. Explore museum and travel .gr websites.

Resources to access more information:

Lesson slides & notes shared on Google Classroom
Quizlet

Online dictionaries and apps to practise Greek (e.g. Word Reference, Immerse Me)

Semester 1	Learning Tasks	
	Term 1	Term 2
Topic 1 : Revision of Year 7 Grammar Topic 2 : School in Italy and Australia Topic 3 : Shopping for Clothing	Vocabulary Tests Grammar and Writing tests (sentence building, translations) Listening & Reading Comprehension Tests	Oral presentation – participate in a role play (Shopping for Clothes) Vocabulary Tests Grammar and Writing Tests (sentence building, translations) Listening & Reading Comprehension Tests

Overview:

Year 8 Italian develops students' communication skills and their cultural knowledge and awareness. The course focuses on the four key language skills of reading, writing, listening and speaking. Students expand their vocabulary and apply new language to share information about themselves and ask questions about others. They develop an understanding of key grammatical structure, enabling them to construct sentences on familiar topics in Italian. Students become aware of culturally specific aspects such as use of formal language, gestures and idioms. Regular exposure to audio resources and multimedia content helps students recognise and model accurate pronunciation, intonation and expression in spoken tasks.

Term 1

Key Skills

- Consolidate their understanding of year 7 grammar
- To learn how to talk about school : Subjects, timetables and preferences
- To learn ordinal numbers when talking about school timetables

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others.

Term 2

Key Skills

- To learn how to conjugate and apply regular verbs in the present tense ARE, ERE, IRE and IRE-isc
- To learn the names of clothing and types of shops
- To learn how to make polite requests and make purchases
- To learn how to express preferences
- To learn how to make payment when making purchases
- To learn how to use adjectives and superlatives
- To learn how to participate in a shopping roleplay and work collaboratively with a partner

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular revision of unit vocabulary and grammar
- Practise Quizlet Study sets and other resources on Google Classroom
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment
 Encourage students to practise and showcase new vocabulary and language learned each week.
 Encourage students to practise spoken language, particularly prior to oral assessments.
 Provide access to age-appropriate Italian films on streaming services.

Resources to access more information:

Quizlet Unit 7

Quizlet Unit 8

www.languagesonline.org.uk

www.linguascope.com

Word Reference (free online dictionary)

Molto Bene (app partially free)

Duo Lingo

Semester 2

Topic 1: Describing food, Italian meals, healthy eating habits
Topic 2: The weather
Topic 3: Health problems and remedies

Learning Tasks

Term 3

Vocabulary tests
Grammar and Writing Tests
(sentence building, translations)
Listening & Reading Comprehension Tests

Term 4

Oral presentation: At the doctor's
Vocabulary Tests
Grammar and Writing Tests
(sentence building, translations)
Listening & Reading Comprehension Tests

Overview:

Students will develop their language skills to interact and exchange information on the topics of food, meals and eating habits, the weather and health. They will consolidate their understanding and application of new vocabulary and grammatical structures, such regular and irregular verbs, adverbs of time, simple prepositions and irregular nouns. They will also improve their cultural knowledge and awareness of Italian mealtimes, eating habits, seasonal differences and habits.

Term 3

Key Skills

- Describe food
- Order food and drinks
- Understand Italian mealtimes, eating habits and regional cuisine

Learning Habits

Self-motivation: Persevere, even when content is challenging.

Set personal goals to learn new vocabulary and verb conjugations.

Resilience: Reviews mistakes, practices regularly and acts on feedback, to improve.

Curiosity: Ask questions, explore additional vocabulary and phrases. Research recipes; watch cooking videos in Italian, prepare a recipe.

Communication: Volunteer information, interact and exchange information with others.

Term 4

Key Skills

- Describe the weather
- Understand weather reports
- Use the verb 'andare' to talk about going places
- Identify parts of the body
- Describe your state of health
- Ask how others are feeling
- Seek and give remedies for health issues

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular revision of unit vocabulary and grammar
- Practise Quizlet Study sets and review resources on Google Classroom
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment.

Discuss topics and themes covered in class.

Check and discuss results and teacher feedback.

Encourage regular revision of vocabulary and grammar, as part of students' homework routine.

Encourage students to practise spoken language, particularly prior to oral assessments.

Provide access to age-appropriate Italian films on streaming services.

Resources to access more information:

Quizlet Study Sets Units 9, 10, 11

www.languagesonline.org.uk

www.linguascope.com

Duo Lingo

Semester 1

[Topic 1] My family
[Topic 2] Likes and dislikes
[Topic 3] Time in Japanese

Learning Tasks

Term 1

Unit 1 Test (Listening, Reading, and Writing)

Term 2

Unit 2 Speaking Assessment (Role-play on family)
Unit 2 Test (Listening, Reading, and Writing)

Overview:

In Year 8 Japanese, students build on foundational skills developed in Year 7, deepening their understanding and practical use of the language through listening, speaking, reading, and writing activities. They understand and apply rules and patterns to elements of Japanese grammar, including word order, simple verb forms, nouns, adjectives, and particles. Students are exposed to all three scripts—hiragana, katakana, and kanji—and develop proficiency in reading and writing hiragana, while using high-frequency katakana and kanji to read and write words and sentences. They use metalanguage to discuss grammatical features and compare Japanese with English, supporting their grasp of language structures. Students engage in communicative tasks that reflect real-life contexts and develop intercultural competence by recognizing and using language that conveys Japanese cultural values such as politeness and humility. They identify words, phrases, and behaviours that express Japanese traditions and use these appropriately in interaction.

Term 1

Key Skills

- Consolidate their understanding of basic Japanese verb sentence structure
- Continue practising read and write hiragana
- To learn how to introduce their own family

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others.

Term 2

Key Skills

- To learn how to talk about likes and dislikes
- To be able to use two groups of family vocabulary, by adopting a Japanese way of communicating that reflects cultural values and practices.
- To learn how to participate in a roleplay asking and answering about their family with a partner
- To learn how to talk about times with minutes

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular practice of hiragana and katakana.
- Regularly revise vocabulary and grammar learned in class
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment

Encourage students to practise hiragana regularly, as well as revising new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly prior to oral assessments.

Provide access to age-appropriate Japanese films on streaming services.

Resources to access more information:

Lesson slides & notes shared on Google Classroom

Textbooks

Online apps to practise Hiragana and Katakana (e.g. Kana school or Hiragana app)

Semester 2

[Topic 1] Daily routine
[Topic 2] Days of the week
[Topic 3] Describing things

Learning Tasks

Term 3

Unit Tests (Listening, Reading and Writing)

Term 4

Unit Tests (Listening, Reading and Writing)
Speaking Assessment (Presentation on daily routine and transport)

Overview:

In Year 8 Japanese, students build on foundational skills developed in Year 7, deepening their understanding and practical use of the language through listening, speaking, reading, and writing activities. They understand and apply rules and patterns to elements of Japanese grammar, including word order, simple verb forms, nouns, adjectives, and particles. Students are exposed to all three scripts—hiragana, katakana, and kanji—and develop proficiency in reading and writing hiragana, while using high-frequency katakana and kanji to read and write words and sentences. They use metalanguage to discuss grammatical features and compare Japanese with English, supporting their grasp of language structures. Students engage in communicative tasks that reflect real-life contexts and develop intercultural competence by recognizing and using language that conveys Japanese cultural values such as politeness and humility. They identify words, phrases, and behaviours that express Japanese traditions and use these appropriately in interaction.

Term 3

Key Skills

- To learn how to talk about daily routine
- To understand days of the week in Japanese and associated kanji
- To learn how to use two groups of adjectives appropriately in sentences
- Continue practising read and write hiragana, as well as high-frequency katakana and kanji

Learning Habits

Resilience and self-motivation: persevere, even when content is challenging.

Curiosity: Ask questions, explore additional vocabulary and phrases.

Communication: Volunteer information, interact and exchange information with others.

Term 4

Key Skills

- To be able to talk about transport
- To count numbers between 100 and 1000
- To present information about daily routine and transportation to the class

Learning Habits

Resilience and self-motivation: Accept new challenges, take risks, learn from mistakes

Curiosity: Ask questions, explore and use additional vocabulary and phrases.

Communication: Participate in class, volunteer information and interact with others.

Home Learning:

To consolidate classwork, students should:

- Engage in regular practice of hiragana and katakana.
- Regularly revise vocabulary and grammar learned in class
- Complete assigned homework

Parents/Guardians can support their student by:

Assist students with organisation of books and equipment

Encourage students to practise hiragana regularly, as well as revising new vocabulary and language learned each week.

Encourage students to practise spoken language, particularly prior to oral assessments.

Provide access to age-appropriate Japanese films on streaming services.

Resources to access more information:

Lesson slides & notes shared on Google Classroom

Textbooks

Online apps to practise Hiragana and Katakana (e.g. Duo Lingo)

YEAR 8 SUPPORT FOR LITERACY

Semester 1 Literacy skills integrated into Year 8 English framework. Creative Writing – <i>The Giver</i> Reading and Viewing – <i>Spirited Away</i>	Learning Tasks	
	Term 1	Term 2
	- The Giver – Dystopian Creative Writing - English Language components - sentence structure and punctuation - spelling and grammar	- Analytical Essay – <i>Spirited Away</i> - English Language components – tailored to class and student needs

Overview:

Support for Literacy shadows the Year 8 English curriculum to assist students in building their literacy skills and confidence within their mainstream work. Students will have access to extra resources and time to work on mainstream English work, as well as detailed and repeated explanation of core content. Within this subject, classes have a maximum of 13 students to ensure students one-on-one time with their teacher. Students also take part in many small activities to enhance their literacy skills, with tailored tasks covering spelling, grammar, sentence and paragraph construction, understanding different text types and enhancing reading and comprehension strategies.

Please note this subject is for assistance for those needing literacy intervention or aid in improving their language skills to feel confident within the mainstream curriculum - this is not an extension program.

Term 1

Key Skills

- explore opinions about the language features, literary devices and text structures that contribute to the styles of literary texts VC2E8LE02
- analyse how authors organise ideas to shape meaning VC2E8LY06
- use comprehension strategies to interpret / evaluate ideas VC2E8LY07
- review and edit to refine and clarify ideas to improve the effectiveness and coherence of texts, and reflect on these processes VC2E8LY09

Learning Habits

- Communication – share ideas and listen to those shared by others*
- Creativity - use imagination to create ways to convey ideas*

Term 2

Key Skills

- explore opinions about the language features, literary devices and text structures that contribute to the styles of literary texts VC2E8LE02
- explain how language and still and moving images in a range of literary texts influence an audience's response to and formation of social and/or ethical positions VC2E8LE03
- use comprehension strategies to interpret / evaluate ideas VC2E8LY07

Learning Habits

- Self-motivation – using feedback for individual goal-setting purposes*
- Curiosity – explore how film is constructed for effect and research how Japanese culture is represented through film*

Home Learning:

To consolidate classwork, students should:

- Reread / watch texts for study
- Discuss texts with others
- Practise creating texts
- Review and edit their writing and apply feedback

Parents/Guardians can support their student by:

- Discussing texts and related ideas with the student.
- Supporting the student to read / reread the texts for study.
- Watching the film together or exploring additional dystopian texts.
- Reflecting on feedback provided by the teacher.
- Supporting the student to review and edit their writing.

YEAR 8 SUPPORT FOR LITERACY

Semester 2

Literacy skills integrated into Year 8 English framework.
Reading and Viewing – *The Outsiders*
Creating Texts – Writing for Digital Media

Learning Tasks

Term 3

- Analytical essay – *The Outsiders*
- Multimedia Presentation on Key Ideas in *The Outsiders*

Term 4

- Writing for Digital Media (Folio of articles)
- English Language components – tailored to class and student needs

Overview:

Support for Literacy shadows the Year 8 English curriculum to assist students in building their literacy skills and confidence within their mainstream work. Students will have access to extra resources and time to work on mainstream English work, as well as detailed and repeated explanation of core content. Within this subject, classes have a maximum of 13 students to ensure students one-on-one time with their teacher. Students also take part in many small activities to enhance their literacy skills, with tailored tasks covering spelling, grammar, sentence and paragraph construction, understanding different text types and enhancing reading and comprehension strategies.

Please note this subject is for assistance for those needing literacy intervention or aid in improving their language skills to feel confident within the mainstream curriculum - this is not an extension program.

Term 3

Key Skills

- explain the ways that ideas, issues and points of view in literary texts may represent the values of individuals and groups VC2E8LE01
- explore how literary devices such as imagery create meaning and aesthetic qualities in literary texts VC2E8LE05
- use comprehension strategies to interpret / evaluate ideas VC2E8LY07

Learning Habits

- Communication – share ideas and listen to those shared by others*

Term 4

Key Skills

- explain how texts are structured depending on purpose and how language features vary, recognising that some are hybrids VC2E8LA03
- understand how cohesion in texts is improved by strengthening internal structures and sequence VC2E8LA04
- examine clause structures that add / expand ideas VC2E8LA05
- use punctuation conventions to extend ideas VC2E8LA09
- create texts that raise issues, report events & advance opinions, using language / textual choices & multimodal / digital elements VC2E8LY08
- review and edit to refine and clarify ideas to improve the effectiveness and coherence of texts, and reflect on these processes VC2E8LY09

Learning Habits

- Curiosity – to show a strong desire to learn and explore a topic*

Home Learning:

To consolidate classwork, students should:

- Reread text for study
- Discuss texts with others
- Read a variety of articles, paying attention to context, audience and purpose
- Review and edit their writing and apply feedback

Parents/Guardians can support their student by:

- Discussing texts and related ideas with the student.
- Supporting the student to review and edit their writing and discuss the processes involved in assessed tasks.

YEAR 8 ART 1: MY POP CULTURE

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1

Acrylic Painting

LT2

3D Sculpture

Overview:

In this unit, students explore how artists draw inspiration from popular culture to communicate ideas, reflect contemporary society, and express perspectives. Through the study of Pop Art, they investigate how artists use colour, repetition, text, advertising, consumer culture, and everyday imagery to create bold and engaging artworks that challenge the way we see the world. Students apply these ideas through two practical projects: an acrylic painting and a three-dimensional sculpture inspired by their own interests and popular culture. They develop technical skills in painting and sculpture while experimenting with visual conventions, materials, and processes to communicate ideas.

Throughout the unit, students investigate Pop artists from different cultures, times, and contexts, including contemporary Aboriginal and Torres Strait Islander artists, using appropriate visual arts terminology to analyse and evaluate artworks. They document their research, experimentation, and reflections in a visual diary, developing confidence in their artistic practice and creative decision-making.

Key Skills

Exploring & Developing Practices

- Students explore key characteristics of the Pop Art movement, including colour, text, repetition, and popular imagery, to understand how cultural ideas can be communicated visually.
- Students study a range of Pop artists across time and cultures, including Aboriginal and Torres Strait Islander artists, to inform their creative thinking and build cultural awareness.
- Students develop acrylic painting skills through techniques such as flat colour application, layering, brush control, and bold composition inspired by Pop Art.
- Students develop three-dimensional construction skills by designing, assembling, and refining sculptural forms inspired by contemporary popular culture.
- Students use visual diaries to develop ideas, trial materials and processes, and reflect on their evolving intentions.

Creating & Presenting

- Students apply acrylic painting and sculptural techniques to create resolved artworks that communicate personal ideas inspired by Pop Art and contemporary culture.
- Students make creative choices in the use of colour, form, imagery, and text to communicate meaning in their work.
- Students evaluate and articulate their artistic intentions and outcomes using subject-specific terminology.
- Students consider presentation and display strategies to enhance the visual impact and audience understanding of their finished artworks.

Learning Habits

- **Curiosity:** Students explore how artists transform everyday objects, media, and popular culture into artworks that communicate ideas and challenge the way we see the world.
- **Resilience:** Students are encouraged to take creative risks, experiment with unfamiliar materials, and refine their work through feedback and reflection, developing persistence in the face of artistic challenges.
- **Self-Motivation:** Through independent idea development and problem-solving during the design and making process, students take ownership of their creative journey and set personal goals for their work.
- **Communication:** By analysing, discussing, and reflecting on their own and others' artworks, students build skills in articulating visual ideas both verbally and in writing using subject-specific language.
- **Creativity:** Students express original ideas through bold, imaginative visual outcomes, experimenting with materials and visual conventions to create unique Pop Art-inspired artworks.

Home Learning:

To consolidate classwork, students should:

- Reflect on ideas developed in class and continue sketching or planning in their visual diary.
- Research relevant artists or styles to deepen their understanding of the unit focus.
- Collect images, packaging, advertising, and everyday objects that could inspire original artwork.
- Practise using visual arts vocabulary when describing and evaluating artworks.
- Complete unfinished class tasks, including written reflections or analysis.
- Think about how their finished work could be presented effectively for an audience.

Parents/Guardians can support their student by:

- Supporting exploration of Pop Art and related artists through books, online resources, or visits to galleries.
- Engaging in conversations about the themes and ideas behind the artwork to foster critical thinking.
- Offering positive feedback and praise to build the student's confidence in their creative expression.

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [National Gallery of Victoria](#)
- [The Museum of Modern Art \(MoMA\)](#)

YEAR 8 ART 2: MYTHS & ME

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1	LT2
Realistic/Distorted Portraits	3D Mask Sculpture

Overview:

In this unit, students explore how artists represent identity through observation, distortion, and symbolism. They begin by developing observational drawing skills through portraiture, learning to accurately depict facial features, proportion, and tone. Students then experiment with distortion techniques, using collage and mixed media to exaggerate, manipulate, and reinterpret their portraits to communicate personality, identity, and personal ideas.

Students extend these concepts into 3D artworks by designing and constructing a sculptural mask inspired by myths and legends. Through the exploration of symbolism, form, texture, and colour, they create imaginative artworks that communicate meaning while investigating how artists from different cultures, times, and contexts represent identity and tell stories.

Throughout the unit, students document their research, experimentation, and reflections in a visual diary, developing confidence in their artistic practice and creative decision-making. This unit strengthens observational drawing, mixed media, and sculptural skills while encouraging students to explore the relationship between identity, imagination, and visual storytelling.

Key Skills

Exploring & Developing Practices

- Students develop observational drawing skills by applying proportion, tone, shading, and detail to create realistic portraits.
- Students experiment with distortion techniques using collage and mixed media to exaggerate, manipulate, and reinterpret portraits that communicate identity, emotion, and personal ideas.
- Students investigate how artists from different cultures, times, and contexts use portraiture, symbolism, and visual conventions to communicate identity, beliefs, and stories.
- Students develop sculptural skills by exploring form, texture, colour, and construction techniques to design and create a symbolic three-dimensional mask.
- Students use visual diaries to research artists, develop ideas, experiment with materials, and reflect on the evolution of their artworks.

Creating & Presenting

- Students apply drawing, mixed media, and sculptural techniques to create resolved artworks that communicate identity through observation, distortion, and symbolism.
- Students make informed artistic decisions by selecting and manipulating visual conventions, materials, and processes to communicate personal ideas and meaning.
- Students present and reflect on their finished artworks using appropriate visual arts terminology, considering how presentation influences audience understanding.
- Students evaluate their own artistic practice through reflection and feedback, identifying strengths and opportunities for improvement.

Learning Habits

- **Curiosity:** Students explore how artists use distortion and symbolism to communicate identity, stories, and meaning.
- **Resilience:** Students embrace creative challenges by experimenting with drawing, mixed media, and sculpture, using feedback and reflection to refine their ideas and artworks.
- **Self-Motivation:** Students independently develop ideas in their visual diaries, manage their creative process, and apply feedback to strengthen their artistic outcomes.
- **Communication:** Students use visual arts terminology to discuss, analyse, and reflect on how artistic choices communicate meaning in their own and others' artworks.
- **Creativity:** Students combine observation, imagination, and symbolism to create original artworks that express identity and personal perspectives.

Home Learning:

To consolidate classwork, students should:

- Continue developing their visual diary by refining portrait sketches, experimenting with distortion techniques, and planning symbolic ideas for their sculptural mask.
- Research portrait artists, myths, legends, cultural masks, and symbolic imagery to inspire the development of personal ideas.
- Observe facial features, shapes, textures, and symbolic imagery in their surroundings to support creative development and idea generation.

Parents/Guardians can support their student by:

- Encouraging regular use of the visual diary at home and asking reflective questions about their creative choices.
- Exploring portraiture and sculpture through online galleries or exhibitions to inspire discussion and extend understanding.
- Supporting their child in sourcing safe and interesting mixed media materials or textures for creative exploration at home.
- Reviewing teacher feedback and helping set improvement goals

Resources to access more information:

- [Victorian Curriculum 2.0 - Visual Arts](#)
- [National Gallery of Victoria](#)
- [The Museum of Modern Art \(MoMA\)](#)

YEAR 8 VISUAL COMMUNICATION DESIGN

**STUDENTS MAY STUDY THIS SUBJECT
FOR ONE SEMESTER ONLY**

Learning Tasks

LT1

Typography Design Folio

LT2

Packaging Design Folio

Overview:

In this unit, students are introduced to the role of design in visual communication, exploring how designers use visual language to communicate ideas, inform audiences, and influence the way people experience the world. They investigate the field of communication (graphic design) exploring how typography, imagery and layout work together to create effective visual messages. Students apply the design process to develop creative solutions for two design projects: a typography folio and a packaging design folio.

Through freehand sketching, digital drawing, and Adobe Illustrator, they learn to generate, develop, and refine ideas while applying the design elements and principles to create purposeful visual communications. Students experiment with a range of materials, methods, and media, documenting their research, ideation, development, and evaluation in a design folio.

Throughout the unit, students investigate the work of designers from different times, places, and contexts, building an understanding of how audience, purpose, and context influence design decisions. This unit develops creativity, design thinking, visual communication skills, and confidence with digital design tools, providing a strong foundation for further study in Visual Communication Design.

Key Skills

- Students explore and interpret design briefs by identifying the purpose, audience, and communication needs.
- Students develop typography and layout skills by exploring type, hierarchy, alignment, spacing, and composition to communicate information clearly and effectively.
- Students apply design elements, design principles, imagery, and packaging conventions to create purposeful visual communication designs.
- Students develop freehand and digital drawing skills to visualise, communicate, and refine design ideas.
- Students investigate how designers use visual language to communicate ideas across communication and product design.
- Students document the design process in a folio through research, ideation, experimentation, development, annotation, and reflection.
- Students present and justify design solutions using appropriate design terminology, reflecting on how effectively their work communicates ideas and responds to the design brief.

Learning Habits

- **Curiosity:** Students think like designers by observing the visual world, questioning how typography, packaging, and branding influence everyday decisions and communication.
- **Resilience:** Students take creative risks by exploring new tools, techniques, and design processes. They refine their ideas through trial and error, responding to feedback and learning from setbacks.
- **Self-Motivation:** Students manage their design projects by setting personal goals, working independently through the design process, and using their folios to track progress and reflect on outcomes.
- **Communication:** Students use design terminology to present, explain, and justify design decisions, considering audience, purpose, and visual impact.
- **Creativity:** Students generate original and purposeful design solutions by combining visual elements in imaginative ways, drawing on their interests, research, and experimentation with methods, media and materials.

Home Learning:

To consolidate classwork, students should:

- Continue developing the design folio by refining sketches, experimenting with typography and layouts, and responding to teacher feedback.
- Research existing designs (e.g. logos, packaging, products, or architecture) to analyse how visual language is used to communicate ideas.
- Observe and collect inspiration from everyday objects, advertisements, or digital media that demonstrate effective design choices.

Parents/Guardians can support their student by:

- Discussing design in everyday life, such as logos, product packaging, or architecture and encouraging the student to reflect on its purpose and impact.
- Asking questions about their current design task, such as what problem it solves, who it's for, or how it communicates a message.
- Encouraging regular use of the folio at home to document ideas, respond to feedback, and refine design work.

Resources to access more information:

- [Victorian Curriculum 2.0 - VCD](#)
- [National Gallery of Victoria](#)
- [Good Design Australia](#)

YEAR 8 DESIGN & TECHNOLOGY

Students may study this subject for one semester only	Learning Tasks	
	Topic 1	Topic 2
	Designing solutions with timber	Designing solutions with textiles

Overview:

In this subject, students design and make functional products using textiles and timber. Through design thinking, students analyse real-world problems, generate ideas, and justify their decisions. They learn to use tools and machinery safely, work both independently and collaboratively, and communicate their ideas through sketches, models, and digital tools.

Key Skills

- **Design Thinking & Problem Solving** – Applying the design process to create and test innovative solutions, exploring ideas, empathising with users, and evaluating alternatives.
- **Technical & Practical Skills** – Safely using hand tools, machines with precision and skill.
- **Sustainability & Ethics** – Understanding and considering the ethical, social, and environmental impacts of design choices. Selecting sustainable materials and methods, while reflecting on the global and cultural context of product design.
- **Collaboration & Communication** – Working independently and collaboratively, sharing and responding to feedback, and documenting design decisions using technical vocabulary.
- **Visual & Technical Communication** – Using sketching and technical drawing to visualise ideas, and communicating effectively through digital tools and diagrams.
- **Evaluation & Reflection** – Evaluating design solutions based on functionality, aesthetics, ethics, and sustainability, and reflecting on successes and areas for improvement.

Learning Habits

Self-Motivation – Students take initiative, set personal goals, and work independently to refine their designs and overcome challenges.

Resilience: Through trial and error, students develop perseverance, learning from mistakes and refining their designs.

Curiosity – Design and Technology sparks curiosity, encouraging students to explore materials, tools, and innovative solutions.

Creativity – Students think creatively to generate and refine ideas, transforming concepts into practical solutions.

Communication – Students present ideas through sketches, models, and discussions, effectively communicating their design choices.

Home Learning:

To consolidate classwork, students should:

- Refine design sketches or technical drawings based on classroom feedback.
- Discuss ideas and ethical design choices with family or peers to broaden their perspective.
- Practise freehand sketching and technical drawing to improve visual communication skills.

Parents/Guardians can support their student by:

- Discussing how everyday items are made and how they are used and could be improved.
- Watching design-related documentaries or shows (e.g. ABC's *War on Waste*, *How It's Made*) together.
- Talking about ethical and sustainable choices when shopping or using products.
- Exploring local products and innovations to spark curiosity about design.
- Providing constructive feedback and engaging in discussions to refine design work.
- Reviewing teacher feedback and helping set improvement goals.

Resources to access more information:

Design and Technologies Victorian Curriculum:
<https://f10.vcaa.vic.edu.au/learning-areas/technologies/design-and-technologies/curriculum>

YEAR 8 DIGITAL TECHNOLOGIES

Students may study this subject for one semester only	Learning Tasks	
	Topic 1	Topic 2
	Digital Systems	Digital Collaboration

Overview:

In this subject, students learn about computer systems by building a desktop computer and working with the binary code that forms text and images. They use cloud-based tools to manage tasks and collaborate on projects and follow problem solving processes used in the IT industry. They explore emerging technologies such as robotics, while considering ethical, secure, and sustainable use of technology.

Key Skills

- **Understanding Computer Systems** – Identifying hardware components and explaining how binary code is used to represent data such as text, images, and sound.
- **Data Representation & Management** – Representing and manipulating data using binary, spreadsheets, and databases to interpret and draw conclusions.
- **Problem Solving & Project Design** – Following structured design and problem-solving processes used in the IT industry to plan, develop, and evaluate digital solutions.
- **Collaboration & Project Management** – Using cloud-based tools to communicate, manage tasks, and collaborate effectively on shared digital projects.
- **Programming & Algorithms** – Designing and tracing algorithms using flowcharts and pseudocode, and implementing and debugging code using a general-purpose programming language.
- **Digital Citizenship & Cyber Security** – Understanding privacy, security risks, and managing digital footprints responsibly when working in digital environments.
- **Innovation with Emerging Technologies** – Exploring and applying new technologies such as robotics and cloud systems in meaningful, ethical, and sustainable ways.
- **Technical Communication** – Using appropriate digital terminology and visual representations (e.g. diagrams, interfaces, data visualisation) to present and explain ideas clearly.

Learning Habits

Self-Motivation – Students take initiative, set personal learning goals, and work independently to develop and improve their digital projects.

Resilience – Students persist through challenges such as debugging and problem-solving, learning from setbacks and refining their work.

Curiosity – Students explore how digital systems, coding, and emerging technologies work, asking questions and seeking to understand complex processes.

Creativity – Students think creatively to design innovative digital solutions and user interfaces that respond to real-world needs.

Communication – Students share ideas clearly using digital tools, technical terminology, and visual representations, while collaborating effectively with others.

Home Learning:

To consolidate classwork, students should:

- Refine and test digital solutions or code based on feedback received in class.
- Investigate digital devices at home.
- Explore online resources or videos to understand real-world applications of digital technologies.
- Revisit and practise in-class tasks to reinforce and consolidate digital skills learned.

Parents/Guardians can support their student by:

- Encouraging discussions about the role of technology in daily life and how it can solve problems.
- Helping students set personal goals for improving their digital skills, such as learning a new tool or refining a coding project.
- Providing opportunities for hands-on learning, like experimenting with simple coding programs or online challenges.

Resources to access more information:

Digital Technologies Victorian Curriculum:

<https://f10.vcaa.vic.edu.au/learning-areas/technologies/digital-technologies/curriculum>

YEAR 8 FOOD TECHNOLOGY

Students may study this subject for one semester only	Learning Tasks	
	Topic 1	Topic 2
	Practical skills assessment	Design task

Overview:

In this subject, students build on their skills in preparing and cooking food, with continued emphasis on safe and hygienic practices. They deepen their understanding of healthy eating using the Australian Guide to Healthy Eating and explore the evolution of Australian cuisine, including cultural and historical influences. Through a design brief, students analyse how the functional and sensory properties of food inform preparation and presentation techniques. They apply this knowledge to create food solutions that support healthy choices and respond to a range of design considerations.

Key Skills

- **Design Thinking & Food Innovation** – Applying the design process to create and test new food products. Exploring food-based problems or needs, investigating ingredients and techniques, and developing solutions based on user needs and preferences.
- **Food Preparation & Practical Skills** – Safely and hygienically preparing food using a range of ingredients, tools, and techniques. Developing confidence and skill in managing time, workspace, and equipment effectively.
- **Health & Nutrition Knowledge** – Using food models such as the Australian Guide to Healthy Eating to select and analyse ingredients. Understanding the role of food groups, with a focus on the ‘Vegetables and legumes’ food group, to make informed and balanced food choices.
- **Sensory & Functional Analysis** – Exploring and analysing the sensory properties of food including appearance, aroma, flavour, and texture. Understanding how ingredient choices and cooking methods affect the final product.
- **Sustainability & Ethical Food Choices** – Considering the environmental, cultural and ethical impacts of food choices and preparation methods. Making responsible decisions about ingredient sourcing, waste reduction, and sustainable food practices.
- **Collaboration & Project Management** – Working both independently and collaboratively to develop design criteria, share feedback, and manage time effectively. Creating plans to organise the production of food products from concept to completion.
- **Visual & Technical Communication** – Using technical language, diagrams, and digital tools to document and communicate food design ideas and processes clearly and effectively.
- **Evaluation & Reflection** – Evaluating food products based on function, safety, nutrition and quality, and reflecting on design decisions, outcomes, and opportunities for improvement.

Learning Habits

Creativity – Students use their imagination to innovate and create new food products

Communication – Students communicate ideas/viewpoints and use technical vocabulary to share and respond to feedback throughout the design process

Curiosity – Food Technology encourages curiosity in students through exploration of cuisines and innovative development of new food products.

Self-motivation – Students take initiative and set personal goals to undertake or continue a task or activity independently.

Resilience – Through trial and error, students develop perseverance, learning from mistakes and refining their designed solutions.

Home Learning:

To consolidate classwork, students should:

- Read the recipe prior to class
- Discuss and re-create the recipes made in class at home
- Engage in wider source material e.g. food documentaries, cooking shows, recipe books

Parents/Guardians can support their student by:

- Encouraging students to cook at home under supervision
- Encouraging students to accompany you when grocery shopping
- Discussing food related topics with students
- Watching food documentaries or cooking shows together
- Reflecting on feedback provided by the teacher

Resources to access more information:

Design and Technologies Victorian Curriculum
<https://f10.vcaa.vic.edu.au/learning-areas/technologies/design-and-technologies/curriculum>

YEAR 8 SYSTEMS TECHNOLOGY

Students may study this subject for one semester only	Learning Tasks	
	Topic 1	Topic 2
	Understanding electronic circuits	Systems engineering problem solving

Overview:

In this subject, students explore how electronic systems work and develop solutions to design challenges. They apply creative problem-solving and critical thinking by analysing how force, motion, and energy interact to control engineered systems. Focusing on systems thinking, students generate and refine ideas, justify their design decisions, and communicate their solutions using technical drawings and appropriate systems language.

Key Skills

- **Design Thinking & Problem Solving** – Applying the design process to develop and improve systems that address real-world needs.
- **Systems Thinking** – Understanding how force, motion, and energy interact within engineered systems, including electronics and mechanical systems.
- **Ethical & Sustainable Thinking** – Considering environmental, social, and ethical factors in the design and evaluation of engineered solutions.
- **Critical & Creative Thinking** – Generating, testing, and refining ideas to develop innovative and functional solutions.
- **Visual Communication** – Using sketches, diagrams, and technical drawings to communicate design ideas clearly.
- **Collaboration & Reflection** – Working independently and in teams to plan, document, and evaluate design processes and outcomes.
- **Technical Language Use** – Using correct terminology to describe systems, components, and design decisions.

Learning Habits

Self-Motivation – Students take initiative, set goals, and work independently to improve their electronic solutions and understanding of how systems function.

Resilience – Through trial and error, students persevere, learning from mistakes to refine their electronic systems and designs.

Curiosity – Systems Technology sparks curiosity by encouraging students to investigate how things work and why certain designs succeed or fail.

Creativity – Students apply creative thinking to design electronic systems and solution.

Communication – Students explain their thinking through annotated sketches, diagrams, and peer discussions, clearly presenting their ideas and design reasoning.

Home Learning:

To consolidate classwork, students should:

- Review and refine design sketches or technical drawings based on classroom feedback.
- Observe and explore how different technologies and systems (e.g., electronics, mechanical systems) work in everyday life.
- Practise drawing and labelling diagrams to communicate ideas clearly.

Parents/Guardians can support their student by:

- Encouraging discussions about how everyday technology works and asking questions like "How could this design be improved?".
- Watching documentaries or educational videos together that explore engineering, electronics, or technology innovation (e.g., "How It's Made," or TED Talks on innovation).
- Helping students reflect on feedback from school, setting improvement goals, and encouraging persistence in refining their designs.

Resources to access more information:

Design and Technologies Victorian Curriculum:

<https://f10.vcaa.vic.edu.au/learning-areas/technologies/design-and-technologies/curriculum>

YEAR 8 DANCE

Semester 1/2 Dance Skills Dance Analysis Choreography and Performance	Learning Tasks	
	Term 1/3	Term 2/4
	Dance Analysis Dance Skills	Choreography and Performance

Overview:

Students learn and present dance sequences from different cultures and styles. They work both independently and collaboratively to create dance sequences by combining and manipulating choreographic devices and the elements of dance. They use the process of rehearsal, reflection and evaluation to develop skills in refining and shaping their dance sequences. Students explore and respond to dance works performed by others and interpret their meaning. They use appropriate dance terminology when doing so. They research different dance styles and make observations and statements about their cultural impact.

Term 1/3

Key Skills

- Dance Analysis

Students will investigate ways the elements of dance and the conventions of dance styles are used to communicate ideas, perspectives and meaning in dances created and performed across contexts and cultures

- Dance Skills

Students will rehearse, refine, present and perform dances for audiences using physical and expressive skills and techniques relevant to dance styles. They will explore the diversity of dances created and/or performed and refine the use of the elements of dance, choreographic processes, physical and expressive skills, and safe dance practices

Learning Habits

- Engagement and focus in practical activities
- Respect for different cultures and creative ideas
- Commitment to physical preparation and feedback integration

Term 2/4

Key Skills

- Choreography and Performance

Students will apply and refine physical and expressive skills to interpret style-specific dances, to devise their own dances, and to communicate ideas, perspectives and meaning. They will apply production elements to dances to enhance meaning in dance. Students will reflect on, analyse and document their own and others' dance works to inform decisions they make in relation to choreographic choices.

Learning Habits

- Collaboration in group choreography and performance
- Reflective thinking to refine movement choices
- Responsibility for costume, props, and presentation

Home Learning:

To consolidate classwork, students should:

- Practice their dance routines at home
- Perform gentle stretching exercises
- Engage with wider material, eg watching professional dance works

Parents/Guardians can support their student by:

- Encourage practice and preparation for performance tasks
- Attend dance showcases or performances
- Discuss themes or cultural aspects of dance units

Resources to access more information:

- Victorian Curriculum: Dance Levels 7–8
- Online video libraries of dance genres and cultural forms
- Student journals and choreography notebooks

YEAR 8 DRAMA

Semester 1/2 Acting Skills Performance Analysis Performance	Learning Tasks	
	Term 1/3	Term 2/4
	Acting Skills	Performance Analysis Performance

Overview:

The focus of Year 8 Drama is on the development of each student's ability to use dramatic processes to explore selected topics. They learn to use their expressive skills to create and communicate dramatic intention. Students discuss, rehearse and refine improvised and scripted works for performances. They develop skills in improvisation, performance, and playbuilding. Students work collaboratively to create, rehearse and present drama, using elements such as space, voice, movement and tension to shape characters and convey meaning.

Term 1/3

Key Skills

- Students explore their own ideas and express them through dramatic performance. They learn to communicate effectively with audiences, both verbally and nonverbally, through acting and performance
- Working in groups, students learn to contribute to a shared creative goal, developing teamwork and listening skills
- Students learn to manipulate dramatic elements including voice, movement, character, dialogue and stagecraft to create meaning

Learning Habits

- Active engagement - participate in drama activities, experimenting with different techniques and taking risks
- Reflection & Evaluation - reflect on their own performance and the performances of others, identifying areas for improvement and growth

Term 2/4

Key Skills

- Students interpret and analyse drama texts and performance, understanding the communication of meaning and intent
- Refine their ability to act, direct, script write, improvise and apply performance conventions
- Analyse the elements of drama, evaluate performance and understand the impact of drama on audiences

Learning Habits

- Critical thinking - learn to analyse drama works and performance styles
- Empathy & Understanding – develop empathy and understanding for characters and situations, deepening their appreciation for the power of drama.

Home Learning:

To consolidate classwork, students should:

- Persistence in refining performance
- Effective time management during rehearsals
- Constructive use of feedback to improve work

Parents/Guardians can support their student by:

- Encourage rehearsal at home and help with line learning
- Attend student performances when possible
- Talk about dramatic themes and character development

Resources to access more information:

- Victorian Curriculum: Drama Levels 7–8
- Online platforms with theatre productions and drama workshops
- Student journals and drama logs

YEAR 8 MEDIA

Semester 1/2 Camera Technique & Storyboarding Film Analysis Collaborative Filmmaking	Learning Tasks	
	Term 1/3	Term 2/4
	Camera Techniques & Storyboarding Film Analysis 1	Collaborative Filmmaking Film Analysis 2

Overview:

In this unit, students learn about the three stages of film production: pre-production, production, and post-production. They view several iconic films from a wide range of genres and periods, analysing key elements such as direction, cinematography, storyboarding and screenwriting. There is an emphasis on how the director has used production elements to communicate the story to the audience. They will also work collaboratively to produce their own short film.

Term 1/3

Key Skills

- Exploring and responding to media arts works and practices from a range of cultures, historical periods, and contexts.
- Developing creative practices for producing media arts using appropriate media languages and technologies tailored to selected forms
- Evaluate and reflect on both personal work and that of others to enhance creative and analytical skills

Learning Habits

- Creative risk-taking and experimentation
- Critical analysis of media texts
- Attention to detail in production processes

Term 2/4

Key Skills

- Pre-production skills (Storyboarding, scriptwriting, shot list creation)
- Creating and producing media arts works in different media forms using specific processes
- Presenting, screening and/or distributing media arts works they have produced to audiences

Learning Habits

- Collaborative production practices
- Consistent reflection and iteration of work
- Organised digital file management

Home Learning:

To consolidate classwork, students should:

- Engage with Media material (e.g. film, podcasts, social media)
- Discuss audience engagement with media
- Question what they consume (e.g News, print media, advertisements)
- Practicing the use of editing software

Parents/Guardians can support their student by:

- Encourage students to question what they see in the media and use software for creative exploration
- Ask students how they feel about media products
- Viewing and providing feedback on student-created media
- Encourage use of technical tools

Resources to access more information:

- Victorian Curriculum: Media Arts Levels 7–8
- Free editing platforms (e.g., Canva, CapCut, iMovie)
- Online tutorials and media production guides
- Back To The Future (1985)

YEAR 8 MUSIC

Semester 1 Technique Music Literacy Performance	Learning Tasks	
	Term 1	Term 2
	Technique Literacy	Performance

Overview:

In this subject, students continue to learn and develop technical proficiency on their chosen instrument. They explore the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. Students may also play in a variety of ensembles and will be required to take part in school concerts.

Term 1

Key Skills

- Technique

Students will refine and develop instrumental and vocal technique, which will include posture, tuning & intonation, tone, articulation, pitch, and range.

- Literacy

Students will further develop their musical literacy as they are exposed to more complex and diverse works. They will consider the composer's intent and the impact of music on the listener.

Learning Habits

- Active listening and analysis
- Respectful engagement with diverse music cultures
- Collaboration in group performance or composition

Term 2

Key Skills

- Performance

Students will rehearse and perform music in a range of forms they have learnt and/or composed to audiences in informal and formal settings. They will work with elements of music and use compositional devices to communicate ideas, perspectives and meaning when composing and practising music for performance, and, as appropriate to the style, document and/or record the music they compose.

Learning Habits

- Perseverance in refining creative work
- Constructive participation in critique sessions
- Organisation of practice and documentation tasks

Home Learning:

To consolidate classwork, students should:

- Review class practice recordings at home
- Discuss musical techniques and ideas with family or peers
- Explore music software or notation tools used in class

Parents/Guardians can support their student by:

- Encourage regular music practice at home
- Attend school or local music performances with your child
- Talk about your child's musical interests and progress

Resources to access more information:

- Victorian Curriculum: Music Levels 7–8
- Classroom performance videos and practice recordings
- Music notation and recording tools (e.g., Noteflight, Soundtrap)

MUSIC

Semester 2 Technique Music Literacy Performance	Learning Tasks	
	Term 3	Term 4
	Technique Literacy	Performance

Overview:

In this subject, students continue to learn and develop technical proficiency on their chosen instrument. They explore the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. Students may also play in a variety of ensembles and will be required to take part in school concerts.

Term 3

Key Skills

- Technique

Students will refine and develop instrumental and vocal technique, which will include posture, tuning & intonation, tone, articulation, pitch, and range.

- Literacy

Students will further develop their musical literacy as they are exposed to more complex and diverse works. They will consider the composer's intent and the impact of music on the listener.

Learning Habits

- Resilience: Strive to explore more complex techniques and embrace difficulty.
- Self-motivation: Devise an effective routine and remain committed to home practise.

Term 4

Key Skills

- Performance

Students will rehearse and perform music in a range of forms they have learnt and/or composed to audiences in informal and formal settings. They will work with elements of music and use compositional devices to communicate ideas, perspectives and meaning when composing and practising music for performance, and, as appropriate to the style, document and/or record the music they compose.

Learning Habits

- Curiosity: Exploring genre and character in ensemble music.
- Creativity: Developing foundation skills in improvisation.
- Communication: Develop an understanding of the ways in which music can be used to convey ideas, emotions and/or events.

Home Learning:

To consolidate classwork, students should:

- Practice skills taught in class and lessons regularly at home
- Identify areas to improve with more support from their teacher
- Listen to a range of music to increase their awareness of styles, genres and sounds

Parents/Guardians can support their student by:

- Supporting their practice routine, encouraging participation and growth
- Encourage implementation of learning habits when students work at home
- Engage with music and share your interests with your children including cultural and local area
- Attend and support student performances
- Explore live performances

Resources to access more information:

- Victorian Curriculum: Music Levels 7–8
- Classroom performance videos and practice recordings
- Music notation and recording tools (e.g., Noteflight, Soundtrap)

YEAR 8 PERFORMANCE PROJECT – MUSICAL THEATRE

Semester 1/2 Performance Skills Production Creation & Presentation	Learning Tasks	
	Term 1/3	Term 2/4
	Performance Skills	Production Creation & Presentation

Overview:

The focus of Year 8 Performance Project is on developing students' ability to combine acting, singing, and movement to create engaging performances. Students explore expressive skills across voice, movement, and character to develop their musical theatre capabilities. They learn to rehearse and refine ensemble and solo performances from musical theatre texts, incorporating music, choreography, and staging. Through collaborative work, students analyse, interpret, and present musical theatre pieces, using theatrical elements to convey dramatic and emotional meaning.

Term 1/3

Key Skills

- Develop vocal technique appropriate for musical theatre including projection, pitch and control
- Explore physicality and movement to portray character and enhance storytelling through song and choreograph
- Work collaboratively to rehearse musical scenes, developing ensemble performance skills
- Understand and apply key elements of musical theatre including characterisation, timing, musicality, and stagecraft

Learning Habits

- Active engagement - participate enthusiastically in rehearsal activities, trying new vocal and physical techniques
- Reflection & Evaluation - reflect on personal performance and peer work to identify strengths and set goals for improvement

Term 2/4

Key Skills

- Interpret and perform musical theatre repertoire with awareness of dramatic and musical intentions.
- Analyse the structure and impact of musical theatre works, and understand how meaning is conveyed through integrated performance elements

Learning Habits

- Critical thinking - evaluate performances for effectiveness, expression, and clarity of storytelling
- Empathy & Understanding – develop character insight and emotional depth in performance, enhancing connection with audience and material

Home Learning:

To consolidate classwork, students should:

- Rehearse lines, songs, and choreography regularly
- Practice vocal warm-ups and exercises to build performance stamina
- Respond to feedback and refine performance pieces outside class time

Parents/Guardians can support their student by:

- Assisting with memorisation of lyrics and lines
- Encouraging regular rehearsal at home and positive performance habits
- Attending school performances to support student learning

Resources to access more information:

- Victorian Curriculum: Drama Levels 7–8
- Online musical theatre platforms and student-friendly performance resources (e.g. BroadwayHD, MTI)
- Student journals and drama logs

YEAR 8 ADVANCED ENGLISH

Semester 1 or 2	Learning Tasks	
	Term 1 or 3	Term 2 or 4
	Argumentative essay	- Persuasive Speech - Debates Round 1 and 2

Overview:

Reading and Viewing: Over the course the semester, students explore how writers adapt and experiment with texts according to purpose, audience and context. They analyse how language and images represent values, beliefs and attitudes and are used to impact an audience.

Writing: When creating texts, students present ideas through a point of view and a voice and focus on shaping their writing to the context, purpose and audience. They experiment with textual elements and include multimodal or digital elements. They review and edit their own and others' texts for clarity and control and reflect on these processes.

Speaking and Listening: Students discuss opinions and ideas relating to complex social issues. They use evaluative and substantiative language to express individual views. When speaking to an audience, students deliver structured spoken texts. They demonstrate levels of formality in their language choice and use appropriate features of voice.

Term 1 or 3

Key Skills

- use interaction skills to discuss opinions regarding texts that have different purposes and audiences, analysing how language features position an audience to respond in particular ways VC2E9LY01
- analyse and evaluate how language features are used to explicitly represent values, beliefs and attitudes VC2E9LY05
- use comprehension strategies to compare and contrast ideas and opinions in and between texts VC2E9LY07
- create written texts that present a point of view and advance, illustrate or expand ideas, including texts that integrate print, multimodal and/or digital elements in consideration of an audience VC2E9LY08
- review and edit texts to improve clarity, coherence and control, and reflect on these processes VC2E9LY09

Learning Habits

- Curiosity – show a strong desire to learn when researching a selected topic for the argumentative essay and exploring language use*
- Self-motivation – using feedback for individual goal-setting purposes*

Term 2 or 4

Key Skills

- understand how the language of evaluation and substantiation expresses views and values through language features VC2E9LA02
- explore the ways that text structures and language features can be adapted and altered according to purpose VC2E9LA03
- deliver structured spoken texts for particular purposes, demonstrating different levels of formality in consideration of audience, using features of voice and multimodal or digital elements VC2E9LY02
- create spoken texts that present a point of view and advance, illustrate or expand ideas, including texts that integrate multimodal and/or digital elements in consideration of an audience VC2E9LY08

Learning Habits

- Communication – share ideas and listen to those shared by others*
- Creativity - Innovate and create new ways to do convey ideas*

Home Learning:

To consolidate classwork, students should:

- Research to explore selected topics
- Discuss selected topics
- Read a variety of argumentative texts, paying attention to context, audience and purpose
- Review and edit their writing and apply feedback
- Practise delivering spoken texts to an audience and developing rebuttals

Parents/Guardians can support their student by:

- Discussing selected topics and related ideas
- Supporting the student to research their topic
- Reflecting on feedback provided by the teacher.
- Supporting the student to review and edit their writing.
- Supporting the student to practise their delivery of structured spoken texts

Resources to access more information:

[English curriculum details](#)
[Critical Reading](#)
[Non-Fiction Writing](#)
[Discuss and Debate](#)
[Deliver a Speech](#)

YEAR 8 ADVANCED MATHEMATICS

Semester 1 or 2 Developing a Problem-Solving Mindset Effective Mathematical Communication Exploring Mathematical Concepts	Learning Tasks	
	Term 1 or 3	Term 2 or 4
	Trigonometry Modelling Task	Exploration of Mathematical formulae

Overview:

The Year 8 Advanced Mathematics course is designed for students who exhibit strong mathematical reasoning and a passion for exploring mathematical concepts in greater depth. This subject challenges students to engage deeply with mathematical ideas, emphasizing advanced problem-solving strategies, logical reasoning, and mathematical communication. Through a mix of independent exploration and collaborative tasks, students will analyse complex problems, justify their reasoning, and make connections across different areas of mathematics. The course encourages creativity, resilience, and critical thinking, equipping students with the confidence to tackle sophisticated mathematical challenges.

Term 1 – Number and Geometry focus

Key Skills

- Apply problem-solving techniques to approach unfamiliar mathematical challenges with confidence.
- Identify, analyse, and extend patterns and relationships to make predictions and develop generalisations.
- Use logical reasoning and structured explanations to communicate mathematical concepts effectively.
- Collaborate with peers to discuss, critique, and refine problem-solving strategies.

Learning Habits

- **Resilience:** Developing a growth mindset, understanding that effort and perseverance lead to deeper understanding and improvement.
- **Curiosity:** Asking "why" and "what if" questions to explore mathematical concepts beyond basic procedures.

Term 2

Key Skills

- Apply critical thinking and analytical skills to investigate a self-selected mathematical formula, exploring its origins, applications, and connections to other mathematical concepts through inquiry-based learning.
- Using research to explore mathematical relationships in real-world contexts.
- Present research of their mathematical findings effectively using mathematical notation, diagrams, and well-structured reasoning.
- Make connections across different mathematical topics, identifying and applying underlying concepts.

Learning Habits

- **Self-Motivation:** Exploring concepts beyond what is taught in class, seeking deeper understanding.
- **Creativity:** Applying mathematical concepts to real-life scenarios, and designing presentations that explore these concepts in practical applications.
- **Communication:** Collaborating with peers to solve complex problems, sharing different perspectives, and evaluating multiple approaches.

Home Learning:

To consolidate classwork, students should:

- Reflect on mathematical concepts discussed in class and different problem-solving strategies
- Complete assigned tasks and additional research to further their understanding on mathematical concepts
- Use Mathspace for problem-solving practice.

Parents/Guardians can support their student by:

- Discussing topics with student.
- Reflecting on feedback provided by the teacher.
- Encouraging and directing students to use Mathspace

Resources to access more information:

<https://mathspace.co/au>

YEAR 8 STEAM

Big Idea	Learning Tasks	
	Term 1/3	Term 2/4
'How can we utilise technology to track the effects that climate change has on ocean ecosystems?'	One Minute Thesis	Constructing an Underwater ROV: Documentary
	Designing an Underwater ROV: Poster	

Overview:

STEAM aims to apply concepts related to the science, technology, engineering, arts, and mathematics curriculum through an integrated student-based project.

Year 8 STEAM focuses on the big idea question: 'How can we utilise technology to track the effects that climate change has on ocean ecosystems?' Throughout the course, students will work both independently and in groups on a series of projects related to this big idea. These projects will relate to the design process and require students to research theory, generate new ideas, create and evaluate. Student work is presented in a public forum such as a gallery walk to allow for student discussion. A focus will be placed on the development of appropriate language to effectively convey researched concepts and justification for design elements.

The final project will include students building an ROV including the electrical components. Students test and evaluate the functioning of this ROV at a nearby lake.

Term 1/3

Key Skills

- Synthesise information from multiple sources about the effects of climate change on ocean ecosystems.
- Assess personal strengths and areas of improvement to encourage reflective cycles within projects.
- Consider a range of strategies and ideas to approach big idea problems when designing an underwater ROV.
- Justify thinking process to others when presenting ROV design.
- Perform a variety of team roles within group projects.

Learning Habits

Communication – using precise vocabulary appropriate to different target audiences.

Curiosity – asking questions related to proposed problems.

Creativity – presenting learning in a variety of formats.

Term 2/4

Key Skills

- Consider how the larger task of constructing an ROV can be broken down into stages.
- Use appropriate tools to construct an ROV including electrical box.
- Reflect on challenges throughout the construction process and problem solve issues which arise.
- Synthesising information from different projects throughout the semester to create a documentary to support and evaluate ROV construction.

Learning Habits

Resilience – seeking support and trying new skills.

Self-motivation – set goals, seek feedback, take initiative to complete tasks

Home Learning:

To consolidate classwork, students should:

- Ensure all assigned class tasks are completed.
- Discuss and allocate work from group projects to complete individually.

Parents/Guardians can support their student by:

- Asking their student to explain new concepts they've learned.
- Checking in on assigned homework and/or class task progress.
- Reflecting on feedback.

Resources to access more information: