## Task 1: Spoken expository

**Subject**
ACELA1573, ACELA1564, ACELA1565, ACELA1566, ACELA1568, ACELA1567, ACELA1573

**Duration:**

**Topic/Context:**

- Students will be assessed on their ability to:
  - ability to use language and non-verbal skills to achieve the above
  - planning, drafting, proofreading, editing, rehearsal
  - justification of opinion
  - persuasive language
  - current affairs
  - language and images of advertising
  - PEEL structure
  - descriptive writing
  - concatenation of paragraphs
  - planning, drafting, proofreading, editing, rehearsal
  - author's perspective
  - paragraphing
  - writing in sentences of varying length and complexity
  - paragraph writing
  - PEEL strategy

## Task 2: Written analysis based on stimulus (exam)

**Subject**
ACELA1568, ACELA1564, ACELA1565, ACELA1566, ACELA1561, ACELA1556, ACELA1553

**Duration:**

**Topic/Context:**

- Ability to understand news texts
- Ability to use language and non-verbal skills to achieve the above
- Planning, drafting, proofreading, editing, rehearsal
- Author's perspective
- Paragraphing
- Writing in sentences of varying length and complexity
- Paragraph writing
- PEEL strategy

## Task 3: Written imaginative assignment

**Subject**
ACELA1569, ACELA1571, ACELA1570, ACELA1573, ACELA1572

**Duration:**

**Topic/Context:**

- Ability to understand news texts
- Ability to use language and non-verbal skills to achieve the above
- Planning, drafting, proofreading, editing, rehearsal
- Author's perspective
- Paragraphing
- Writing in sentences of varying length and complexity
- Paragraph writing
- PEEL strategy

## Task 4: Poster campaign

**Subject Specific Skills:**
- use of persuasive language devices
- persuasive speaking devices
- structuring persuasive texts
- writing persuasive appeals to target audience
- deconstruction and analysis of print and television advertisements
- use of drawing software

## Assessment

**Assessment Tasks:**

- Task 1: Spoken expository – presenting a personal response to a current news story. (Assignment)
- Task 2: Written opinion in response to a news text. (Assignment)
- Task 3: Written imaginative assignment
- Task 4: Poster campaign

**Assessment Tasks:**

- Task 1: Analytical – paragraph answer to an essay in response to novel
- Task 2: Imaginative writing – short story

**Assessment Tasks:**

- Task 4.1: Poster campaign

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**English Year 10 Unit 2**

**Topic/Context:**
Anomalies: perspectives on the news

**Duration:**

- 8 weeks

**Unit Intent:**
Students read a complete novel and build on knowledge learned in Y9. In Y10 students read a complete novel and a range of important literacy and thinking skills.

**Content Descriptors:**
ACELA1564, ACELA1565, ACELA1572, ACELY1750, ACELY1751, ACELY1752, ACELY1753, ACELY1754

**Content Descriptors:**
ACELA1568, ACELA1564, ACELA1565, ACELA1566, ACELA1561, ACELA1556, ACELA1553

**Content Descriptors:**
ACELA1569, ACELA1571, ACELA1570, ACELA1573, ACELA1572

**Area ofEnglish:**
- vocabulary and spelling
- PEEL structure
- planning, drafting, proofreading, editing

**Assessment:**

- Task 1: Reading comprehension (Exam)
- Task 2: Written analysis based on stimulus (Exam)

Students will be assessed on their ability to:
- interpretation of a political cartoon which uses satire
- analysis of how language and visuals are used for satirical effect
- interpretation of a political cartoon which uses satire
- use of drawing software

**Area of English:**
- planning, drafting, proofreading, editing
Unit 1: Mathematical Concepts

In this unit, students will explore concepts involving place value and number operations. Particularly data collection and analysis.

Throughout the unit, students will undertake different units of measurement and mathematical analysis to consider financial decisions and applications in various real-life contexts.

The unit has been designed to be taught with Chapter 2 & 3 of the textbook resource 'Mathematics Year 10', published by Cambridge.

The unit will focus on:
- Exploring place value and the relationships between numbers.
- Calculating and interpreting data from various financial statements.
- Performing operations with rational numbers and algebraic expressions.

Assessment:
- Written response to contextual problems.
- Oral presentation on number concepts.
- Group project on financial decision-making.

Duration: 7 weeks

Unit 2: Algebraic Concepts

In this unit, students will explore concepts involving algebraic functions, equations, and inequalities. Particularly data collection and analysis.

Throughout the unit, students will undertake different units of measurement and mathematical analysis to consider financial decisions and applications in various real-life contexts.

The unit has been designed to be taught with Chapter 4 & 5 of the textbook resource 'Mathematics Year 10', published by Cambridge.

The unit will focus on:
- Exploring algebraic equations and inequalities.
- Solving algebraic expressions and linear equations.
- Graphing linear and quadratic functions.

Assessment:
- Written response to contextual algebraic problems.
- Oral presentation on algebraic concepts.
- Group project on financial decision-making.

Duration: 7 weeks
Assessment Task: Assignment (3D shapes & 2D) (100%)
Assessment Task: Supervised Test (90 minutes)
Assessment Task: Supervised Test (90 minutes)
Assessment Task: Supervised Test (90 minutes)
History

Unit 1

Topic/Context:
World War I (1914-1918)

Duration:
Term 1 (10 weeks)

Content Descriptors:
Australian History Curriculum Document
A2DSEH096

Unit Intent:
Students investigate key elements of World War I and its impact on Australia and the world, including the nation and significance of the events and their impact on the nation and the world.

Unit Notes:

M.O.W.:
- Universal Inquiry
- Comprehension, interpretation, analysis, synthesis, evaluation and decision making
- Intra and intercultural perspectives

Links to ISC Numeracy Agenda:
- Reading maps, diagrams and graphs
- Use of online research
- Use of MS Excel
- Use of MS Word

ICT Capability enhanced by:
- Interpreting information from maps, tables, diagrams and graphs
- Use of online research
- Use of MS Excel
- Use of MS Word

Subject specific skills explicitly taught:
- Comprehension, interpretation, analysis, synthesis, evaluation and decision making
- Intra and intercultural perspectives
- Use of online research
- Use of MS Excel
- Use of MS Word

Spelling of key words:

Unit 2

Topic/Context:
World War II (1939-1945)

Duration:
Term 2 (10 weeks)

Content Descriptors:
Australian History Curriculum Document
A2DSEH107

Unit Intent:
Students investigate the struggles for human rights and how civil rights and freedoms have been ignored, demanded or achieved in Australia and in a broader world context, especially in the USA.

M.O.W.:
- Universal Inquiry
- Formation of key inquiry questions through the use and interpretation of sources

Links to ISC Numeracy Agenda:
- Reading maps, tables and graphs
- Interpreting information from maps, tables, diagrams and graphs
- Use of online research
- Use of MS Excel
- Use of MS Word

ICT Capability enhanced by:
- Interpreting information from maps, tables, diagrams and graphs
- Use of online research
- Use of MS Excel
- Use of MS Word

Subject specific skills explicitly taught:
- Intra and intercultural perspectives
- Use of online research
- Use of MS Excel
- Use of MS Word

Spelling of key words:

Unit 3

Topic/Context:
Rights and Freedoms (1945 – The Present)

Duration:
Term 3 (10 weeks)

Content Descriptors:
Australian History Curriculum Document
A2DSEH110

Unit Intent:
Students investigate the nature and significance of the war in Australia and in a broader world context, including the nature of Australia’s involvement in World War II.

M.O.W.:
- Universal Inquiry
- Formation of key inquiry questions through the use and interpretation of sources

Links to ISC Numeracy Agenda:
- Reading maps, tables and graphs
- Interpreting information from maps, tables, diagrams and graphs
- Use of online research
- Use of MS Excel
- Use of MS Word

ICT Capability enhanced by:
- Interpreting information from maps, tables, diagrams and graphs
- Use of online research
- Use of MS Excel
- Use of MS Word

Subject specific skills explicitly taught:
- Intra and intercultural perspectives
- Use of online research
- Use of MS Excel
- Use of MS Word

Spelling of key words:

Unit 4

Topic/Context:
Migration experiences (1945 – The Present)

Duration:
Term 4 (8 weeks)

Content Descriptors:
Australian History Curriculum Document
A2DSEH144

Unit Intent:
Students investigate the nature and significance of the war in Australia and in a broader world context, including the nature of Australia’s involvement in World War II.

M.O.W.:
- Universal Inquiry
- Formation of key inquiry questions through the use and interpretation of sources

Links to ISC Numeracy Agenda:
- Reading maps, tables and graphs
- Interpreting information from maps, tables, diagrams and graphs
- Use of online research
- Use of MS Excel
- Use of MS Word

ICT Capability enhanced by:
- Interpreting information from maps, tables, diagrams and graphs
- Use of online research
- Use of MS Excel
- Use of MS Word

Subject specific skills explicitly taught:
- Intra and intercultural perspectives
- Use of online research
- Use of MS Excel
- Use of MS Word

Spelling of key words:

Assessment

Assessment Tasks:
- Written test format
- Response to Stimulus Material Test

Genre:
- Written test format

Selected Features:
- Interpretation, Analysis, Synthesis, Evaluation

Assessment Tasks:
- Written Research Assignment

Genre:
- Written Research Assignment

Selected Features:
- Comprehension, Interpretation, Analysis, Synthesis, Evaluation, Decision making
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<td>Assessment Task: Managing tourism</td>
<td>Duration: Term 3 (10 weeks)</td>
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<td>Content Descriptions: Place and space Systems (Physical, Economic, Social)</td>
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<td>Unit Intent: Students investigate what is tourism, the spatial distribution of tourists, the growth and importance of tourism, the impacts of tourists and the strategies to sustainably manage tourists across various scales of study</td>
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**Report format**
- Genre: Research Report
- Constructing maps, tables and graphs
- Constructing a bibliography
- Interpreting information from maps, tables and graphs
- Interpreting information from maps, tables and graphs
- Interpreting information from maps, tables and graphs
- ICT capability enhanced by:
  - Use of MS Excel
  - Use of spatial technologies

**Links to ISC Numeracy Agenda:**
- Calculating
- Interpreting information from maps, tables and graphs

**Subject specific skills explicitly taught:**
- Summarising
- Explanation writing
- Paragraph writing
- Research skills
- Constructing maps, tables and graphs
- Interpreting information from maps, tables and graphs

**Assessment:**
- Short Response Text
- Genre: Written text format

**W.O.W:**
- Geographical Inquiry
- What and where are these patterns of land degradation?
- How and why do these land degradation patterns occur?
- What are the impacts of land degradation?
- What is being done or what could be done to sustainably manage land degradation?

**Unit 1**
- Topic/Context: Managing natural world heritage areas
- Duration: Term 1 (10 weeks)
- Content Descriptions: Place and space Systems (Physical, Economic, Social)
- Unit Intent: Students investigate the management of natural world heritage areas across various scales of study

**W.O.W:**
- Geographical Inquiry
- What and where are these patterns of natural world heritage areas?
- How and why do these patterns occur?
- What are the impacts of these patterns?
- What is being done or what could be done to sustainably manage natural world heritage areas?

**Unit 3**
- Topic/Context: Managing tourism
- Duration: Term 3 (10 weeks)
- Content Descriptions: Place and space Systems (Physical, Economic, Social)
- Unit Intent: Students investigate what is tourism, the spatial distribution of tourists, the growth and importance of tourism, the impacts of tourists and the strategies to sustainably manage tourists across various scales of study

**W.O.W:**
- Geographical Inquiry
- What and where are these patterns of tourism?
- How and why do these patterns occur?
- What are the impacts or consequences of these patterns?
- What is being done or what could be done to sustainably manage tourism?

**Unit 4**
- Topic/Context: Managing waste
- Duration: Term 4 (8 weeks)
- Content Descriptions: Place and space Systems (Physical, Economic, Social)
- Unit Intent: Students investigate the characteristics of waste and investigate how waste can be sustainably managed

**W.O.W:**
- Geographical Inquiry
- What and where are these patterns of waste?
- How and why do these waste patterns occur?
- What are the impacts or consequences of waste?
- What is being done or what could be done to sustainably manage waste?
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**Assessment:**

**Unit 3:**
- Extended Response Test (12)
- Written test format

**Unit 4:**
- Practiical Task
- Computer generatedfolio format

**Unit 5:**
- Extended Response Test (12)
- Practiical Task

**Unit 6:**
- Multi modal format

**Salient Features:**
- Extended response on Knowledge and Understanding, Analysing Business Information and Communication Skills
<table>
<thead>
<tr>
<th>Unit 1</th>
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<td><strong>Unit Context:</strong> Physical Performance</td>
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**Unit 5:**
- **Unit Context:** Physical Performance
- **Topic:** Motor Skills and Swimming Skills
- **Duration:** 10 weeks
- **Content Descriptors:** - Students will develop skills in Motor Skills and Swimming Skills. - They will understand the principles of movement. - They will develop gross motor skills in Motor Skills and Swimming Skills. - Students will apply movement concepts in Motor Skills and Swimming Skills.
- **Unit Intent:** Students will develop Motor Skills and Swimming Skills and apply them in various activities.
- **Assessment Task:** Essay
- **Genre:** Physical Performance
- **Skills:** Motor Skills, Swimming Skills

**Unit 6:**
- **Unit Context:** Freestyle Swimming
- **Topic:** Freestyle Swimming
- **Duration:** 10 weeks
- **Content Descriptors:** - Students will develop skills in Freestyle Swimming. - They will understand the principles of movement. - They will develop gross motor skills in Freestyle Swimming. - Students will apply movement concepts in Freestyle Swimming.
- **Unit Intent:** Students will develop Freestyle Swimming skills and apply them in various activities.
- **Assessment Task:** Essay
- **Genre:** Physical Performance
- **Skills:** Freestyle Swimming

**Unit 7:**
- **Unit Context:** Sports Psychology
- **Topic:** Sports Psychology
- **Duration:** 10 weeks
- **Content Descriptors:** - Students will develop skills in Sports Psychology. - They will understand the principles of movement. - They will develop gross motor skills in Sports Psychology. - Students will apply movement concepts in Sports Psychology.
- **Unit Intent:** Students will develop Sports Psychology skills and apply them in various activities.
- **Assessment Task:** Essay
- **Genre:** Physical Performance
- **Skills:** Sports Psychology
Unit 10: Interpreting and producing Sanding/Varnishing (timber, nature of industrial materials)

**Unit Intent:**
- Students will understand the nature of industrial materials in the manufacture of timber products, including their properties and applications in a range of contexts.

**Unit Content:**
- Safety in workshop and industrial environments
- Techniques for manipulating industrial materials

**Duration:** 1 WEEKS

**Unit 11: Technology**

**Unit Intent:**
- To develop students' ability to design, produce, and evaluate products in a range of technological contexts.

**Unit Content:**
- Safe and efficient use of power tools and machinery
- Design, production, and evaluation of products

**Duration:** 2 WEEKS

**Unit 12: Part 3: Careers**

**Unit Intent:**
- To provide students with information about a range of careers in the technological and engineering sectors.

**Unit Content:**
- Research and presentation of careers in the technological and engineering sectors

**Duration:** 1 WEEKS

Notes:
- Students are able to:
  - Investigate and analyse specifications, standards and constraints in the development of design ideas
  - Convey technical ideas and information effectively through oral and written arguments
  - Use safe and ethical practices to relevant to products and processes on people, their communities and wider contexts
  - Analyse and evaluate the ethics and impacts of technological products and processes
  - Reflect on learning, apply new understandings and justify future actions

Links to ISC numeracy agenda
- Links to ISC literacy agenda

ICAP capability enhanced by:
- **Project planning and assessment (product design and manufacture)**
- **Mathematics (product design and manufacture)**

Specific subject skills inexplicitly taught
- Safety
- Correct technical terminology
- Using power tools

Specific subject skills explicitly taught
- Safety
- Correct technical terminology
- Using power tools
Interpreting and producing graphical information

- Topic/Context: CAD
- Subject specific spelling: YR 10

Content descriptors:

- Generate and evaluate design ideas and determine suitability based on purpose, specification and constraints.
- Investigate and analyse the details of designs showing relative proportions, using visual diagrams, models and/or plans.
- Sketch and annotate basic drawings.
- Use AutoCAD, Inventor or Revit software to create designs and produce working drawings.

Unit intent:

- Students will develop their knowledge of both the design process and 3D graphical communication from Year 9. They will generate a variety of design options and determine the best options for inclusion in a final product. They will then establish an end product design and manufacturing plan, and evaluate and select resources, techniques and tools to enhance sketches.
- Students will use AutoCAD, Inventor or Revit to create designs and produce working drawings.

Links to ICT capability enhanced by:
- Use of AutoCAD, Inventor or Revit software to create designs and produce working drawings.

Subject specific skills explicitly taught:

- Using the design process to generate several solutions to a design situation.
- Evaluating own work against drawings.
- Correct technical terminology.
- Drawing Presentation.
- Orthographic Projection.
- Computer Aided Drafting.

Content descriptors:

- Analyse and evaluate design tasks for the learning outcomes in the Graphical Communication syllabus and determine suitability based on purpose, specification and constraints.
- Investigate and analyse details of designs showing relative proportions, using visual diagrams, models and/or plans.
- Sketch and annotate basic drawings.
- Use AutoCAD, Inventor or Revit software to create designs and produce working drawings.

Unit intent:

- Students will develop their knowledge of both the design process and 3D graphical communication from Year 9. They will generate a variety of design options and determine the best options for inclusion in a final product. They will then establish an end product design and manufacturing plan, and evaluate and select resources, techniques and tools to enhance sketches.
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Links to ICT capability enhanced by:
- Use of AutoCAD, Inventor or Revit software to create designs and produce working drawings.

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Links to ICT capability enhanced by:
- Use of AutoCAD, Inventor or Revit software to create designs and produce working drawings.
This page includes a variety of topics and contexts related to music and drama, including:

- **Music**
  - Unit 1: Music
  - Unit 2: Music
  - Unit 3: Music
  - Unit 4: Music

- **Drama**
  - Unit 1: Drama
  - Unit 2: Drama

The page outlines various assessment tasks, topics, and content descriptions across these units. For example, under **Music**:

- **Unit 1**
  - **Assessment Task 1**: Group Performance
  - Genre: Group Play
  - **Assessment Task 2**: Group Essay
  - Genre: Responsive (individual writer)

- **Unit 2**
  - **Assessment Task 1**: Shortening
  - Genre: Fringe (individual writer)
  - **Assessment Task 2**: Performance of scripts (individual writer)

- **Unit 3**
  - **Assessment Task 1**: Reflecting
  - Genre: Fringe (individual writer)
  - **Assessment Task 2**: Performance of scripts (individual writer)

- **Unit 4**
  - **Assessment Task 1**: Connecting
  - Genre: Fringe (individual writer)

Each unit focuses on different aspects such as composing, presenting, reflecting, and assessing skills in music and drama. The topics cover a range of subjects including art, theatre, and contemporary music, with a focus on developing knowledge and skills in these areas.
Duration: Term one – 10 weeks
Content descriptors: Visual Art

Unit Intent: Introduction of Post Modern Art through practical tasks

The analysis of a Post Modern Artwork through an assignment.

Students will have the opportunity to sketch, trace, create tonal variations and then frame their drawings.

Display of work.

W.O.I:

Students are able to:
- create ideas about visual elements in elements in relation to specific style, function and purpose of artworks.
- create and shape art works by manipulating elements to express meaning in different contexts.
- present artworks to particular audiences through drawings and paintings.
- identify risks and devise and apply safe practices.
- respond by constructing artworks in works in relation to social, historical, spiritual, using arts elements and languages.
- reflect on learning.

Links to ISC literary agenda
- Visual literacy skills
- Subject specific terminology
- Glossary
- Comprehension
- Drafting and editing assistance with assignment work
- PEEL

Links to ISC numeracy agenda
- Space, shape and form
- Measuring for framing
- Positive and negative space

ICT capability enhanced by:
- Internet research
- Draughting and editing of assignment work
- Use of Art equipment and technologies
- ICT capability enhanced by:
- Use of online resources
- ICT capability enhanced by:
- Artwork created from the prints under the concept of 'sacred site'.

Assessment:

Assessment Task 1: Printmaking

Genre: Practical – Drawing

Assessment Task 2: Analysis of a chosen Post Modern artwork

Genre: Assignment

Unit 1

Duration: Term one – 10 weeks
Content descriptors: Visual Art

Unit Intent: Introduction of Post Modern Art through practical tasks.

- The analysis of a Post Modern artwork through an assignment.
- Students will have the opportunity to sketch, trace, create tonal variations and then frame their drawings.

Display of work.

W.O.I:

Students are able to:
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Links to ISC literary agenda
- Visual literacy skills
- Subject specific terminology
- Glossary
- Comprehension
- Drafting and editing assistance with assignment work
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- Space, shape and form
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ICT capability enhanced by:
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- Use of Art equipment and technologies
- ICT capability enhanced by:
- Use of online resources
- ICT capability enhanced by:
- Artwork created from the prints under the concept of 'sacred site'.

Assessment:

Assessment Task 1: Printmaking

Genre: Practical – Drawing

Assessment Task 2: Analysis of a chosen Post Modern artwork

Genre: Assignment

Unit 2

Duration: Term one – 10 weeks
Content descriptors: Visual Art

Unit Intent: Introduction of Post Modern Art through practical tasks.

- The analysis of a Post Modern artwork through an assignment making a judgement on social norm.
- Students will have the opportunity to sketch, trace, create tonal variations and then frame their drawings.

Display of work.

W.O.I:

Students are able to:
- create ideas about visual elements in elements in relation to specific style, function and purpose of artworks.
- create and shape art works by manipulating elements to express meaning in different contexts.
- present artworks to particular audiences through drawings and paintings.
- identify risks and devise and apply safe practices.
- respond by constructing artworks in works in relation to social, historical, spiritual, using arts elements and languages.
- reflect on learning.

Links to ISC literary agenda
- Visual literacy skills
- Subject specific terminology
- Glossary
- Comprehension
- Drafting and editing assistance with assignment work
- PEEL

Links to ISC numeracy agenda
- Space, shape and form
- Measuring for framing
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ICT capability enhanced by:
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- ICT capability enhanced by:
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- Artwork created from the prints under the concept of 'sacred site'.

Assessment:

Assessment Task 1: Printmaking

Genre: Practical – Drawing

Assessment Task 2: Analysis of a chosen Post Modern artwork

Genre: Assignment

Unit 3

Duration: Term one – 10 weeks
Content descriptors: Visual Art

Unit Intent: Introduction of Post Modern Art through practical tasks.

- The analysis of a Post Modern artwork through an assignment making a judgement on social norm.
- Students will have the opportunity to sketch, trace, create tonal variations and then frame their drawings.

Display of work.

W.O.I:

Students are able to:
- create ideas about visual elements in elements in relation to specific style, function and purpose of artworks.
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- present artworks to particular audiences through drawings and paintings.
- identify risks and devise and apply safe practices.
- respond by constructing artworks in works in relation to social, historical, spiritual, using arts elements and languages.
- reflect on learning.

Links to ISC literary agenda
- Visual literacy skills
- Subject specific terminology
- Glossary
- Comprehension
- Drafting and editing assistance with assignment work
- PEEL

Links to ISC numeracy agenda
- Space, shape and form
- Measuring for framing
- Positive and negative space

ICT capability enhanced by:
- Internet research
- Draughting and editing of assignment work
- Use of Art equipment and technologies
- ICT capability enhanced by:
- Use of online resources
- ICT capability enhanced by:
- Artwork created from the prints under the concept of 'sacred site'.

Assessment:

Assessment Task 1: Printmaking

Genre: Practical – Drawing

Assessment Task 2: Analysis of a chosen Post Modern artwork

Genre: Assignment

Unit 4

Duration: Term one – 10 weeks
Content descriptors: Visual Art

Unit Intent: Introduction of Post Modern Art through practical tasks.

- The analysis of a Post Modern artwork through an assignment making a judgement on social norm.
- Students will have the opportunity to sketch, trace, create tonal variations and then frame their drawings.

Display of work.

W.O.I:

Students are able to:
- create ideas about visual elements in elements in relation to specific style, function and purpose of artworks.
- create and shape art works by manipulating elements to express meaning in different contexts.
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- reflect on learning.

Links to ISC literary agenda
- Visual literacy skills
- Subject specific terminology
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- Comprehension
- Drafting and editing assistance with assignment work
- PEEL

Links to ISC numeracy agenda
- Space, shape and form
- Measuring for framing
- Positive and negative space

ICT capability enhanced by:
- Internet research
- Draughting and editing of assignment work
- Use of Art equipment and technologies
- ICT capability enhanced by:
- Use of online resources
- ICT capability enhanced by:
- Artwork created from the prints under the concept of 'sacred site'.

Assessment:

Assessment Task 1: Printmaking

Genre: Practical – Drawing

Assessment Task 2: Analysis of a chosen Post Modern artwork

Genre: Assignment
<table>
<thead>
<tr>
<th>Assessment Task:</th>
<th>Performance Task</th>
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</thead>
<tbody>
<tr>
<td>Genre:</td>
<td>Individual focus of a hip-hop dance to an audience</td>
</tr>
<tr>
<td>Assessment Task:</td>
<td>Choreography Task</td>
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<tr>
<td>Genre:</td>
<td>Individual focus of a Latin dance to an audience</td>
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<tr>
<td>Assessment Task:</td>
<td>Appreciation Task</td>
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<tr>
<td>Genre:</td>
<td>Written format</td>
</tr>
</tbody>
</table>

**Assessment Task: Performance Task**
- Genre: Individual focus of a dance to an audience
- **Salient Features:** Comprehension, Interpretation, Analysis, Evaluation, Design, Performance

**Assessment Task: Choreography Task**
- Genre: Individual focus of a dance to an audience
- **Salient Features:** Comprehension, Interpretation, Analysis, Evaluation, Design, Performance

**Assessment Task: Appreciation Task**
- Genre: Extended written format
- **Salient Features:** Comprehension, Interpretation, Analysis, Evaluation, Design, Performance

- Use of online research
- Use of Dance equipment and technologies
- Subject specific skills explicitly taught:
  - Dance components
  - Dance movements
  - Dance choreography skills
  - Dance performance skills
  - Dance appreciation skills