



# YEAR 7

# INFORMATION BOOK



PO Box 601 Maleny, Queensland 4552 • 50 Bunya Street, Maleny, Queensland 4552  
P: 07 5499 8111 • F: 07 5499 8100 • E: [info@malenyshs.eq.edu.au](mailto:info@malenyshs.eq.edu.au)

[www.malenyshs.eq.edu.au](http://www.malenyshs.eq.edu.au)

CRICOS Provider Number 00608A

*Learning For Living*



## TABLE OF CONTENTS

A message from the Principal	1
CO-CURRICULAR PROGRAMS	2
English	5
Japanese	6
Mathematics	7
Science	8
Humanities	9
Health & Physical Education	10
Fabric & Food Technology	12
Agriculture Technology	13
Robotics	14
Media Arts	15
Visual Art	16
Dance	17
Music Excellence	18
Altitude	19
Instrumental Music	21

## **A MESSAGE FROM THE PRINCIPAL**

The Year 7 curriculum provides rigour in a range of key learning areas: English, Japanese (Languages), Mathematics, The Arts, Health and Physical Education, Humanities, Science and Technology. Our subjects reflect these Key Learning Areas. The curriculum offers new and challenging experiences that build on previous knowledge and ideas developed in Primary School. Students will experience the arts and technology subjects throughout Year 7 on a rotation basis.

Threaded through the Key Learning Areas are the 6 Global Competencies of critical thinking, citizenship, collaboration, communication, character, and creativity.

If you would like more information on this program, please contact the school on (07) 54998111.

Deborah Stewart  
PRINCIPAL

## CO-CURRICULAR PROGRAMS

IDENTITY

ENGAGEMENT

PURPOSE



### Transition

Year 7 is a transition year with students beginning their high school journey. Students are exposed to the routines and expectations of secondary schooling gradually and with sensitivity. The Year 7 co-curricular program is tailored to develop students' *identity* within their Care class, Core class, Year level, House, School and Community.

A major aspect of developing students' *identity* as they move into their early teenage years is building individual awareness of each person's place in space. From this foundation of understanding self-identity, students broaden their global view of their world, whilst continuing to foster the development of their personal values. The 6 Cs of Maleny State High School's Junior Secondary educational journey is based on a set of core competencies that students need to survive and thrive in an ever-changing, global world. The 6 Cs are **Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking.**

### Awesome Program

Maleny State High School's Year 7 Transition Program is the Awesome Program. It is a series of transitional activities spaced throughout the year designed to build each student's feeling of belonging, strategies to develop and maintain effective personal relationships, and ensure students are enjoying non-curricular events within the school. By the end of Year 7, students will complete four discrete Awesome Days (1 per term), which are pinnacle experiences used to foster lifelong memories.

- Term 1: I Belong – Interhouse competition for the M.A.D Shield (Maleny Awesome Day);
- Term 2: Effective Relationships – Brainstorm theatrical presentation and team games;
- Term 3: Building a Team – Care Class competition;
- Term 4: Celebrating of Success – Kings Beach Celebration Day.

### The Inter-year Program (T.I.P)

The Inter-year Program combines student leaders from Year 10 with our youngest Year 7 students in the school. It is an opportunity for peer mentoring of transitional students and leadership development for our older year levels.

## **Student Wellbeing**

Student Wellbeing is a priority for all students at Maleny State High School. In Year 7, students are allocated to a House (Bunya, Mellum or Obi). Within each house, two care classes are formed and are the check-in peer groups each school day. House Leaders (teachers assigned to both House Care groups; 3 x Year 7) are the year coordinators and the primary student wellbeing advocate for students within their House. House Leaders provide regular communication with each student, a centralised contact point for parents and regularly meet to discuss, plan and implement student wellbeing programs at an individual, class and year level cohort level.

The Student Wellbeing Team consist of the Guidance Officer, Youth Support Coordinator, Chaplain, School Based Youth Nurse, School Psychologist and external agencies such as “Reconnect”.

The Guidance Officer role is to assist students and their families in the areas of personal, academic and tertiary study applications. They advocate, provide counselling, conduct psychoeducational assessments, and provide individual student support. Our Guidance Officer is able to deliver recommendations and advice to students, teachers and parents concerning educational, wellbeing and career development areas.

The Chaplain walks alongside students, staff and families to give pastoral care and support. Some of the ways this is done is by the weekly breakfast club, lunch time activities, one-on-one chats and food hampers, when needed. The Chaplain also works together with community groups.

Our Youth Support Coordinator identifies the barriers to young people achieving their outcomes and that subsequently impact student engagement. The YSC then implement early intervention strategies to support students to maximise educational results. Our YSC monitors daily attendance of students at risk of disengagement, conducting “check ins” to gauge emotional wellbeing along with assessing needs to support focus.

The School Based Youth Nurse supports students by talking to them about their well-being. The SBYN guides students on topics such as stress, sadness, coping socially with others, drugs, alcohol, abuse and health issues. The SBYN can discuss with students, parents and staff their concerns at home or at school.

The School Psychologist supports students through referral from our Guidance Officer and is here two days per week. The role is to support students with mild to moderate levels of mental health concerns and build a therapeutic relationship through counselling within the school environment.

## **Sport**

Sport is an important part of our extra-curricular program. It is highly beneficial for personal health, physical skills, teamwork and recreation. Opportunities are provided to students to participate in Intra school Athletics, Swimming and Cross Country Carnivals and can be selected to represent at a district and/or Regional levels.

Year 7 students are exposed to competitive sports through both interschool and intra-school opportunities. Year 7 is allocated 1 lesson per week for intra-school sport and students experience a range of team sports, including basketball, softball, Oztag, soccer, netball, softball and volleyball. Maleny State High School has recently engaged at a regional level to commit to a series of ‘Competition Gala Days’ throughout the year. This blended approach provides students weekly sporting opportunities and term-by-term competitive engagement with other Sunshine Coast Year 7 students.

Year 7 students are also encouraged to participate in lunchtime sport tournaments that are run throughout the year by House Captains. In 2023, different sports have been offered at lunchtimes to provide students with a fun, friends-based activities to enjoy during their long lunch break.

### **Other Co-Curricular Activities**

Year 7 students have the opportunity to be involved in many other co-curricular activities including the many student-led committees. Students can be involved in Interact, Environment, Indigenous, International and The Arts. These committees each represent a different element of school priorities to engage students in a culture of school improvement.

Students are also encouraged to strive for leadership positions within the school. Care Class captains (2 per Care in the Junior Secondary) are responsible for advocating for student agendas/programs tailored to engaging their Care Class peers in school life. Care Captains vote on Year level representation at the Junior Secondary Student Council, to fundraise and establish Junior Secondary-specific proposals to submit to Maleny State High School's Executive Student Council.

# English

## SUBJECT INFORMATION

Year 7 English is built around the three interrelated strands of language, literature and literacy. There is a focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In Years 7, students communicate with their peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> <li>• Little People, Big Dreams – imaginative and persuasive writing</li> <li>• Get into Character – imaginative speaking</li> </ul>	<ul style="list-style-type: none"> <li>• The Poetry of Life – analytical writing</li> <li>• Community Life – persuasive spoken</li> </ul>

ASSESSMENT TECHNIQUES
<ul style="list-style-type: none"> <li>• Assessment Techniques include:</li> <li>• Spoken (2 – 4 minutes) and/or multi-modal presentations (3 – 5 minutes)</li> <li>• Extended written responses (400 - 600 words)</li> <li>• Class exams (up to 70 minutes + 10 minutes perusal time)</li> </ul>

ENGLISH PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• Year 7 English leads to Year 8 English</li> <li>• General English and/or Literature (Year 11/12) requires a result of 'B' or better at the end of the Year 10 Introduction to Senior English (ISE) course OR Essential English (Year 11/12) requires that students fully complete the Year 10 Introduction to Essential English (IEE) course</li> <li>• Students must choose either English and/or Literature, or Essential English in Year 11</li> </ul>	<ul style="list-style-type: none"> <li>• English is a prerequisite for many tertiary courses and is an invaluable life skill</li> <li>• A Sound level of Achievement ('C') is a prerequisite for almost all future study and/or training</li> </ul>

# Japanese

## SUBJECT INFORMATION

Year 7 Japanese students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. There is a focus on both language and culture. At Maleny State High School all Year 7 students will study Japanese for the year.

Students apply their learning through simple spoken and written texts such as self-introductions and statements relating to themselves and their personal worlds. In Year 7 Japanese, students will:

- Practise reading and writing Japanese scripts
- Make comparisons between Japanese and English
- Practise simple Japanese phrases in a variety of contexts
- Use the Japanese language to communicate in a variety of different ways

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> <li>• Introduction to Japanese Language – greetings and introductions</li> <li>• My Family – using Japanese to describe family</li> </ul>	<ul style="list-style-type: none"> <li>• Telling Stories – using Japanese to read ‘The Hungry Caterpillar’</li> <li>• School Life - describing school and school subjects</li> </ul>

ASSESSMENT TECHNIQUES
<p>Folio of Tasks: Listening, Speaking, Reading, Writing</p> <ul style="list-style-type: none"> <li>• Written responses: 50 -100 words (or characters)</li> <li>• Spoken/Signed responses: 45 seconds – 1.5 minutes</li> <li>• Multimodal responses: 1 – 2 minutes</li> <li>• Examinations: up to 70 minutes (including 10 minutes perusal)</li> </ul>

JAPANESE PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• Year 8, 9 &amp; 10 Japanese can be studied as an elective (after Year 7)</li> <li>• A ‘C’ in Junior Japanese (Year 10) is recommended for entry into Senior Japanese</li> </ul>	<ul style="list-style-type: none"> <li>• A Sound Level of Achievement (‘C’) is considered favourably by some universities</li> <li>• Basic second language capabilities are advantageous in many careers</li> </ul>



# Mathematics

## SUBJECT INFORMATION

Mathematics is a core subject in the Australian Curriculum. The study of Mathematics provides students with essential numeracy skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p><b><u>Covert Operations</u></b> Numeracy conventions, order of operations, integers and operations involving fractions.</p> <p><b><u>I Make the Rules</u></b> Using and applying variables to solve problems, including simple linear equations.</p>	<p><b><u>It's Hip to be Square</u></b> Shape relationships including angles, shapes names and properties and calculations of area and volume.</p> <p><b><u>Fair's Fair</u></b> Conducting investigations and analysing data involving probability and statistics.</p>

ASSESSMENT TECHNIQUES
<p>Assessment Techniques used include: Class Exams Problem Solving and Modelling Tasks Portfolio tasks (collection of work) N.B All assessments are completed during class time</p>

MATHEMATICS PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Year 7 Mathematics leads to Year 8 Mathematics</li> <li>In Year 10, students may choose one of the following: Introduction to Essential Mathematics, Introduction to General Mathematics and Introduction to Mathematical Methods</li> <li>In Senior School, students may choose from: Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Mathematics is a prerequisite for many tertiary courses and Numeracy is an invaluable life skill</li> </ul>

# Science

## SUBJECT INFORMATION

Science is one of the seven Key Learning Areas in the Australian Curriculum. It covers three strands – Science Understanding (Biological, Chemical, Earth and Space and Physical), Science as a Human Endeavour (Nature and Development of Science and Use and Influence of Science) and Science Inquiry Skills (Questioning and Predicting, Planning and Conducting, Processing and Analysing data, Evaluating and Communicating). During the course, students will study eight units covering topics like laboratory safety, the nature of atoms and their interactions, rock formation and weathering, forms of energy, energy transfers and transformations including energy content in food, and the structure and function of cells, organs and body systems including the reproductive system. Scientific literacy and inquiry skills will be developed throughout the course of study.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p><b><u>Chemical Science</u></b> Pure Substances &amp; Mixtures Separating Techniques</p> <p><b><u>Physical Science</u></b> Forces acting on objects Balanced &amp; Unbalanced Forces Simple Machines</p>	<p><b><u>Earth Science</u></b> Earth, Moon &amp; Sun – Earth's Phenomena – Eclipses &amp; Seasons</p> <p><b><u>Biological Science</u></b> Classification of Organisms Interaction – Food Chains &amp; Webs</p>

ASSESSMENT TECHNIQUES
<p><u>Assessment Techniques used include:</u> Experimental investigations and Scientific Reports Examinations Collections of work including multi-modal presentations</p>

YEAR 7 SCIENCE PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Year 7 Science leads to Year 8 Science.</li> <li>Students will have opportunity to complete Science Introductory courses in Year 10</li> <li>Senior Science subjects (Physics, Chemistry, Biology &amp; Psychology) require that students fully complete the Year 10 Science course.</li> <li>Senior Science subject entry may depend on results of “C” or better in Year 10 Science.</li> </ul>	<ul style="list-style-type: none"> <li>Tertiary science-based courses usually require one or more science subjects as prerequisites. The senior science subjects satisfy these requirements.</li> <li>Scientific literacy and inquiry skills are invaluable life skills.</li> </ul>

# Humanities

## SUBJECT INFORMATION

Humanities and Social Sciences (HASS) is the study of people and their environment (physical and human) both past and present. It is one of the Key Learning Areas in the Australian curriculum and it incorporates the disciplines of History, Geography, Civics and Citizenship and Business and Economics.

Students also develop and apply literacy and numeracy skills by incorporating genre and techniques appropriate to each unit of study. The development of digital literacy skills, and knowledge of current events are also included as part of the HASS program.

COURSE OVERVIEW	
Semester 1	Semester 2
Civics & Citizenship Living with and for our water (Geography)	The Ancient World (History) Ancient Egypt (History) Ancient China (History)

ASSESSMENT TECHNIQUES
<p>There are generally 2 assessment tasks per semester. These include a selection of the following:</p> <ul style="list-style-type: none"> <li>• Short Response Tests – objective tests that assess knowledge, recall and understanding</li> <li>• Reports – assignments which are completed both at school and at home</li> <li>• Multimodal Presentations – tasks that require a combination of written and oral elements</li> <li>• Research Investigations – assignments made up of research and paragraph responses</li> </ul>

YEAR 7 HUMANITIES PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• Leads to Humanities in Years 8, 9, 10 and Senior</li> <li>• Social Science subjects in Senior, Years 11 and 12 include Geography, Modern History, Ancient History, Legal Studies, Economics, Certificate III in Events Management and Certificate III in Business.</li> </ul>	<ul style="list-style-type: none"> <li>• Humanities leads to a wide variety of employment fields and tertiary study e.g., business, commerce, law, journalism, teaching, public service positions, tourism and service industries</li> <li>• Knowledge of the world, history and current affairs are important in becoming active and informed citizens in an increasingly globalised world.</li> </ul>

# Health & Physical Education

## SUBJECT INFORMATION

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options. Content in Health and Physical Education is organised under two strands: Personal, Social and Community Health, and Movement and Physical Activity.

Throughout Years 7 and 8, Health and Physical Education is taught through the following 12 focus areas; alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, active play and minor games, challenge and adventure activities, fundamental movement skills, games and sports, lifelong physical activities, as well as rhythmic and expressive activities (ACARA, 2022).

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Term 1 <ul style="list-style-type: none"> <li>• Super Snacks</li> <li>• Dance, Divas and Dudes</li> </ul> Term 2 <ul style="list-style-type: none"> <li>• I Can Make Good Decisions</li> <li>• Run, Jump and Throw</li> </ul>	Term 3 <ul style="list-style-type: none"> <li>• Generations</li> <li>• We Kick It</li> </ul> Term 4 <ul style="list-style-type: none"> <li>• Approaching Adolescence</li> <li>• Spirit of the Games</li> </ul>

ASSESSMENT TECHNIQUES
<p><b>Performance</b> – practical responses observed by the teacher during class time over a series of lessons</p> <p><b>Investigation</b> - Written response 400-600 words/Spoken/signed or multimodal responses 2-3 minutes</p> <p><b>Project</b> - Written responses 400-600 words, comprising short response items 50-75 words per item /Spoken/signed or multimodal responses 2-3 minutes, comprising short response items 30-45 seconds per item</p> <p><b>Examination</b> - Up to 70 minutes, plus 10 minutes planning, under supervised conditions/Up to 400 words, comprising: Short response 50-75 words per item/Extended response 100-200 words per item (QCAA, 2023)</p>

HPE PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• HPE is continued through Years 7-10 as a compulsory subject for all students</li> <li>• Students may then choose to study QCAA subjects, Senior Physical Education and/or Sport and Recreation in Years 11 and 12</li> </ul>	<p>In addition to the support of lifelong physical activity participation and enhanced movement performance, Health and Physical Education provides a great foundation for future career pathways in:</p> <ul style="list-style-type: none"> <li>• Administration – sports administrator</li> <li>• Education – primary/secondary school teacher, outdoor education instructor</li> <li>• Fitness Industry – personal trainer, professional athlete, sports coach</li> <li>• Health – counsellor, first responder (paramedic, police officer etc.), general practitioner, nutritionist, occupational therapist, physiotherapist, psychologist, sports scientist</li> <li>• Media – advertising, marketing, sports journalist</li> </ul>

# Fabric & Food Technology

## SUBJECT INFORMATION

Food Specialisation is a component of the Design and Technology Curriculum. It provides students with the opportunity to design and create solutions in the context of Food Specialisations. Students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions. Food and Fabric Technology is studied for 1 Term over 2 years.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-5	Introduction Basic sewing techniques, Design task 1 – Drawstring bag	6-10	Safety & Hygiene Small group cooking Paired cooking Design Task -Individual cooking

ASSESSMENT TECHNIQUES
Textiles work booklet (written - assesses knowledge and understanding, evaluation and production processes) Drawstring bag (practical - assesses production skills)

FOOD AND FIBRE PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Year 7 TFF leads into Year 9 &amp; 10 TFF and Year</li> <li>Students must be complete in Year 7 TFF in order to study it in Year 9.</li> </ul>	<ul style="list-style-type: none"> <li>Interest and skills Food and Fibre Technology can be of benefit when pursuing a career in Hospitality or other employment opportunities including: Food Technologist, Nutrition Therapist, Research Scientist</li> </ul>

# Agriculture Technology

## SUBJECT INFORMATION

Agricultural Technology is a component of the Design and Technologies Curriculum. It provides students with the opportunity to design and produce products specifically related to food and fibre. Students investigate and select from a range of materials, tools and equipment in order to design and produce products which are of benefit for individuals, and which offer sustainable solutions for the community. In Year 7 Agricultural Technology, students will produce a vegetable garden design and learn basic gardening skills. They will also focus on topics including paddock to plate lamb production. Agricultural Technology is studied for a total of 1 Term over 2 years.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-5	Introduction, Basic gardening techniques, Design task – vegetable gardening	6-10	Safety on the farm, Sheep handling skills, husbandry and management systems

## ASSESSMENT TECHNIQUES

Vegetable design task - written, assesses knowledge and understanding and production processes

Practical Activities - practical, assesses production skills

## AGRICULTURE TECHNOLOGY PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Year 7 Agricultural Technology leads to Year 9 Agricultural Technology</li> <li>Students must be complete in Year 7 Agricultural Technology in order to choose Agricultural Technology in Year 9</li> </ul>	<ul style="list-style-type: none"> <li>Interest and skills in Agricultural Technology can be of benefit when pursuing careers in the Rural Sector and in the Agricultural Sciences</li> </ul>

# Robotics

## SUBJECT INFORMATION

Robotics has been designed to develop understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems. Students will have opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world. Students plan and manage individual and team projects. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. Robotics is studied for a total of 1 Term over 2 years.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-5	Introduction to Block Coding Introduction to EV kits and Software Interface Inputs and Outputs Hardware and Software	5-10	Robot Fabrication: <ul style="list-style-type: none"> <li>• Constructing</li> <li>• Testing</li> <li>• Redesign</li> <li>• Robot Battling</li> </ul>

## ASSESSMENT TECHNIQUES

- 1 – Folio (Learning Doc)
- 2 – SumoBot (Constructed Robot)

## YEAR 7 ROBOTICS PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• Year 7 Robotics leads to Year 8 Digital Technologies</li> <li>• In Year 9 Students may choose to study Year 9 Digital Technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital careers now exist in almost every sector of the economy, including: healthcare, agriculture, education, finance, media, retail, telecommunications, manufacturing, public services</li> </ul>



# Media Arts

## SUBJECT INFORMATION

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes and beliefs.

### COURSE OVERVIEW

Rotations	Term Study
<p>Across Years 7 and 8, students are given the opportunity to study each discipline in The Arts</p> <p>Media Arts is currently offered in Year 7 for a term of study</p>	<p>Students explore how to create a story using film techniques and equipment to construct a representation</p>

### ASSESSMENT TECHNIQUES

Forming – creating and devising

### DRAMA PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Year 9 Media</li> <li>Year 10 Media</li> <li>Year 11 and Year 12 Film, Television and New Media (QCAA General and Applied Subjects)</li> </ul>	<ul style="list-style-type: none"> <li>A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies</li> </ul>

# Visual Art

## SUBJECT INFORMATION

The study of Art is an important aspect of understanding and contributing to culture. The practice of drawing, painting, sculpture and many other skills help to build human civilisation. Works of art are an important means of creating communication among people.

At this level, the Art course includes mostly practical components with a theory base. This will help students to develop their creative problem solving, as well as involving them in experimentation, gaining knowledge of art from other cultures, and an appreciation of art processes and art works.

COURSE OVERVIEW	
Rotations	Term Study
<p>Across Years 7 and 8, students are given the opportunity to study each discipline in The Arts</p> <p>Visual Arts is currently offered in Year 7 for a term of study</p>	<p>Explore the elements of art, line, shape, colour, tone and texture through activities such as painting, clay work and mixed media</p>

ASSESSMENT TECHNIQUES
<p>Drawing</p> <p>Painting</p> <p>Ceramics</p> <p>Printmaking</p>

ART PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Useful, but not compulsory for Year 9 Art and Year 10 Art, and Visual Art and the Certificate Course (Certificate II in Visual Art) in the Senior School</li> </ul>	<ul style="list-style-type: none"> <li>The study of Art provides an understanding of the contributions made to society, and helps develop individuals into people who are skilled in communication, and creative in their outlook</li> </ul>

# Dance

## SUBJECT INFORMATION

Dance provides students with the opportunity to participate in a predominantly practical course. This introductory unit of Dance enables students to experience both developmental Dance skills and performance elements. Dance promotes personal skills such as self-esteem and confidence, as well as learning to listen to one another, and to work as a team. Performance elements include developing dance skills, choreography techniques and rudimentary elements of Dance. Students also have an opportunity for extension work and may be required to participate in rehearsals and public performances outside of school hours. Students are assessed in three criteria: Choreography (creating, devising dance), Performance (polished presentation of dance) and Appreciation (oral or written interpretation of dance works).

COURSE OVERVIEW	
Rotations	Term Study
<p>Across Years 7 and 8, students are given the opportunity to study each discipline in The Arts</p> <p>Dance is currently offered in Year 7 for a term of study</p>	<p>Dance skills</p> <p>Popular dance styles (Hip Hop)</p> <p>Lyrical dance technique</p> <p>Social dance</p> <p>Contemporary dance skills</p> <p>Choreographic elements and devices in artistic contemporary dance work</p> <p>Evaluation of contemporary dance work</p>

ASSESSMENT TECHNIQUES
Forming – creating and devising

DRAMA PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Year 9 Dance</li> <li>Year 10 Dance</li> <li>Year 11 and Year 12 Dance (Certificate II or III in Dance)</li> </ul>	<ul style="list-style-type: none"> <li>The study of Dance engenders many of the skills used to gain employment such as confidence in public speaking, flexibility and teamwork</li> </ul>

# Music Excellence

## SUBJECT INFORMATION

The Year 7 - 8 Music Excellence program provides the opportunity for students to extend their music tuition throughout the year. With a focus on solo and ensemble performance, the course also includes the development of music appreciation, listening and analysis skills. Students will engage with a variety of ICT programs to extend their music creating abilities.

COURSE OVERVIEW	
Year 7	Year 8
Start your High School music experience with opportunities to perform, make your own and analyse music. This Excellence class is a foot into the music world and fast-tracks skills, readying students for future music studies.	Explore the world of Rock music - from Jimi Hendrix to Nirvana - and make your own Rock song using digital composition software. This class is a continuation of the Yr 7 Excellence class

ASSESSMENT TECHNIQUES
Musicology Performance Composition

MUSIC EXTENSION PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• Years 9 - 10 Music</li> <li>• Year 11 – 12 Music and Music Extension (QCAA General Subjects).</li> <li>• Cert. II Music Industry and/or Music in Practice (Applied subject).</li> <li>• Instrumental Music</li> </ul>	<ul style="list-style-type: none"> <li>• There are numerous vibrant career opportunities in the music industry. These not only include performance, but also behind the scenes careers such as sound mixing/production and digital composition.</li> </ul>

# Altitude

## SUBJECT INFORMATION

Altitude at Maleny develops and extends key discipline area knowledge whilst also exposing students to integrated STEM experiences. The program caters for students with demonstrated higher aptitude in Maths and Science, and engages students in contextual inquiry-based learning. While the program teaches to the Australian Curriculum, learning in the Altitude classroom focuses on high levels of applied and design thinking in a range of contexts related to learning content. These learning experiences foster integration between Science and Maths and challenges students to develop their higher order thinking skills.

Science and Mathematics are the critical “bookends” that underpin STEM and form the solid foundation that our students need to be critical and creative citizens in a globally competitive environment. They will value the mechanical, mathematical, computational and scientific systems, infrastructure and data that drives modern society. These include but are not limited to: collaboration, communication, critical thinking, creativity, character, citizenship.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p><b><u>Chemical Science</u></b> Pure Substances &amp; Mixtures Separating Techniques</p> <p><b><u>Physical Science</u></b> Forces acting on objects Balanced &amp; Unbalanced Forces Simple Machines</p> <p><b><u>Maths</u></b> Algebraic Concepts and Linear Equations Geometry and Measurement</p>	<p><b><u>Earth Science</u></b> Earth, Moon &amp; Sun – Earth's Phenomena – Eclipses &amp; Seasons</p> <p><b><u>Biological Science</u></b> Classification of Organisms Interaction – Food Chains &amp; Webs</p> <p><b><u>Maths</u></b> Statistics &amp; Data Analysis Probability</p>
<p><i><b>KIDS IN ACTION</b></i> Students participate in Kids in Action Program during Term 1 &amp; Term 3</p> <p><i><b>AUSTRALIAN MATHS COMPETITION &amp; ICAS SCIENCE COMPETITION</b></i> Students participate in these academic competitions in Term 3</p>	

### ASSESSMENT TECHNIQUES

Student Experiment Report  
 Research Investigations  
 Examinations  
 Problem Solving and Modelling Tasks  
 Collections of work including multi-modal presentations  
 Project/Collaboration/Group Work

### ALTITUDE PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Further study opportunities are reflected in the Science, Maths and Technology areas</li> </ul>	<ul style="list-style-type: none"> <li>Employment opportunities are reflected in the Science, Maths and Technology areas and area supported through acquired 21<sup>st</sup> Century skills</li> </ul>

# Instrumental Music

## SUBJECT INFORMATION

Maleny State High School offers a wind, brass and percussion instrumental music program for both continuing students and any who would like to learn an instrument (including those with no previous experience). Lessons are free of charge, however there is a user-pays charge each year, per student, and an additional fee for each year if the student needs the use of a school instrument. This fee covers service and maintenance of school instruments. The school has a limited number of instruments available for beginning students. A concert/stage band is a feature of many of our Maleny SHS public performances.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Individual course plans based on student needs	Individual course plans based on student needs

ASSESSMENT TECHNIQUES
Performance based assessment

MUSIC PATHWAYS	
Further study opportunities	Employment opportunities
Students can continue Instrumental Music throughout high school	Performance, festivals, orchestras, teaching, composition