

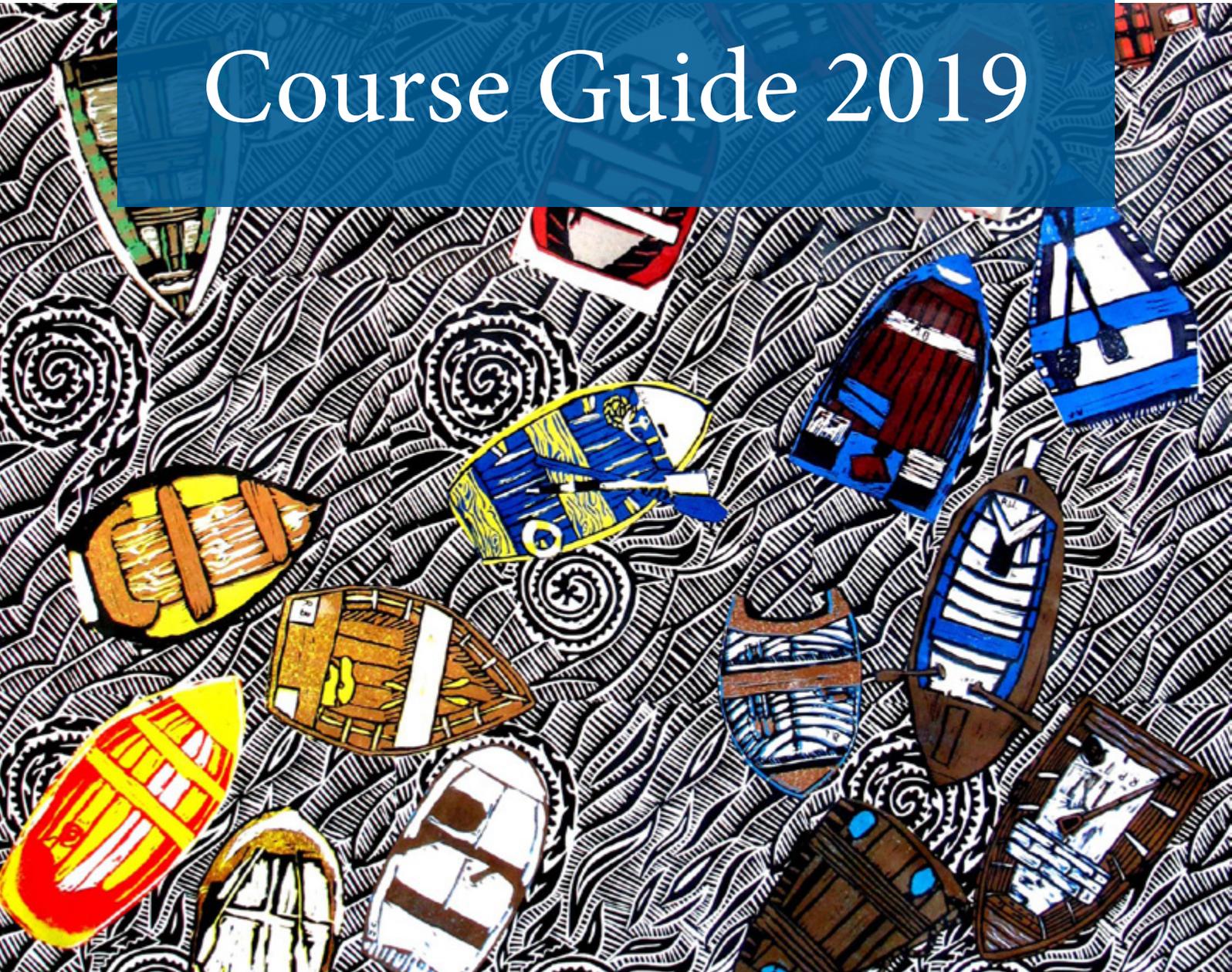


**St Leonard's College**

An education for life.

# Year 7

# Course Guide 2019





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# Introduction

**Welcome to year 7 in 2019. This Course Guide provides details of the subjects available in 2019.**

This course guide provides information about the subjects offered in year 7 that are common for all students. The aims of each core subject are included, as well as details of the content covered over the year, the learning and teaching methods used, and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

Year 7 is the first year of a two-year sequence. Students are introduced to the full range of learning opportunities over years 7 and 8 with minimum choice, before specialising in later years. Students will have some choice within a balanced program at years 9 and 10, and then free choice – within some requirements of either the Victorian Certificate of Education (VCE) or International Baccalaureate Diploma Programme (IBDP) – in years 11 and 12. Students and parents will be given information regarding year 8 and the choices available later in 2019. If you have any queries about future courses please contact the Director of Learning Operations, Robyn Marshall:  
robyn.marshall@stleonards.vic.edu.au

Within the caring and supportive environment of

Middle School, students are encouraged to become actively involved in a wide variety of activities, and to make the most of all opportunities presented to them throughout the year. As students involve themselves and as they mature, they will be able to participate fully in school and community life, making decisions with confidence and being aware of the outcomes and consequences of their decisions.

All students, as a class group and together with their mentor, participate in the Outdoor Education program at Camp Ibis, the College's camp site situated on the Banksia Peninsula. This opportunity allows students to get to know each other and build a sense of community whilst developing skills in outdoor pursuits.

All year 7 students are part of a Peer Support Group that meets regularly with selected and trained year 11 student leaders. These groups aim to ensure that year 7 students feel part of the school environment, and to encourage the development of social skills, self-discipline and self-responsibility. The Peer Support Program ensures that younger students build connections with older students, and benefit from their experience and understanding of the school system.

Each student has a digital school diary, which is an important means of communication and organisation. Students are encouraged to record all details of school commitments, home learning and results of assessments in their diary. As part of their pastoral role, mentors check the diary and parents are also asked to check and sign it each week.

Year 7 students are expected to have their own iPad and bring it to school daily. In year 7, students use the iPad across all subject areas.

Assessment is continuous and consists of a number of components. Classwork, assignment and project work, oral and dramatic presentations, and home learning all form part of the general assessment, together with class tests. Students are encouraged to prepare for tests by revising their work regularly, and to organise their time for assignments, thus establishing an effective study routine. Broadly, regular assessment is designed to enable students to demonstrate that they have reached the learning objectives associated with each course. These objectives will include, as indicated in this booklet, the skills developed and the processes involved in the completion of tasks, as well as the content matter and presentation of the finished product.

Student progress is regularly reviewed throughout the year. There will be formal opportunities for parents to discuss the progress of students through parent-teacher interviews held in terms 1 and 3. Should there be any matter for concern parents are encouraged to contact the Head of Year 7 to discuss the matter.

The subjects studied during the year are indicated below with the number of equivalent 80-minute sessions allocated to each class over the two week timetable cycle.

Subject	Equivalent 80 minute sessions per fortnight
English	6
Mathematics	6
Science	5
Geography/History	5 (one semester each)
Languages Other Than English	4
Sport	3
Visual Arts	3
DigiSTEM	2 (one semester only)
Drama	2 (one semester only)
Food Science	2 (one semester only)
Head, Heart and Soul	2 (one semester only)
Health and Physical Education	2
Music	2

We encourage all students to do their best in all the opportunities presented to them in year 7. The first year of secondary education is a very exciting time, and we wish all well in their endeavours in 2019.

Robyn Marshall

**Director of Learning Operations**

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# DigiSTEM

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies, and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

This semester-long course involves the intersection of science, technology, engineering and mathematics (STEM). Students will combine the use of new technologies such as 3D printing, Raspberry Pi micro-computers and robotics to build working solutions to real world problems.

DigiSTEM will develop students' skills in problem-solving and critical thinking, digital literacy, creativity, innovation and collaboration. It aims to:

- use computational thinking to create digital solutions
- use digital systems to automate the transformation of data into information and to creatively communicate ideas in a range of settings
- develop students' confidence as critical users of technologies and producers of designed solutions
- use design and systems thinking to generate design ideas and communicate these to a range of audiences

## Content

DigiSTEM encourages a diverse array of important new thinking skills. Students will be challenged via problem solving projects to develop their design, computational and creative thinking skills. They will:

- Make an interactive pixel-based pet by programming a Raspberry Pi using basic functions of the 'Python' programming language
- Design and construct 3D components to add to a simple motor to demonstrate force transfer

## Learning and teaching methods

In DigiSTEM classes students will be given big questions and problems to solve and be expected to develop and design their own personalised solutions. In doing so, either individually or in small teams, students will gain an array of important 21st century skills.

Other classroom activities may involve simple logic puzzles, pattern recognition, analysing and visualising data, the design of user experiences and evaluating design ideas.

## Assessment

- Class work
- Programming Test
- Project work

# Drama

## Aims

- To encourage and develop students' confidence and interest in drama
- To develop skills, techniques and imagination in creating and making work
- To develop an understanding of artistic criticism, aesthetics and awareness of self and others
- To encourage and develop creative risk taking and excellence

## Content

This year 7 semester-long course seeks to introduce students to the following components of drama and dance:

- **Dramatic method and ensemble skills:** basic skills and terminology for individual and group work
- **Mime:** fixed point and snap techniques, mimed space, development of a routine
- **Movement:** basic movement skills and sequences, essential elements of shape, level, dynamics, rhythm and line to create meaning
- **Dramatic creation:** basic techniques and structures for developing scenework
- **Image theatre:** exploration of composition of dramatic images to communicate meaning
- **Role and character:** creating and building role, levels of role, the use of role in text, developing character from a real-life person
- **Melodrama:** exploration of conventions of the genre, creating a performance piece based on use of the style

## Learning and teaching methods

This course focuses on the development of students' imagination and creativity in practical work. Activities involve workshops, rehearsals and performances in the topics listed above. A typical class involves a short workshop to learn new concepts or skills, the development of a short composition to apply these skills, and performance of the piece to the class followed by discussion and evaluation.

## Assessment

### Dramatic performance and movement performance

Students are assessed in individual and group performances, taking into account both the quality of their rehearsal process and the final performance of developed works. Typical assessment criteria for practical work are: imagination and originality, dramatic coherence and effectiveness, and quality of performance style and technique.

### Application and communication of basic skills

Students are assessed on their demonstrated level of basic skill in practical class workshops in drama and dance.

### Skills in evaluation and reflection

Students are assessed on their ability to articulate their perceptions and understanding of workshop, rehearsal and performance work from both an actor's and audience's perspective.

# English

## Aims

This course aims for students to:

- continue to develop the ability to use the conventions of written English
- write in a variety of styles
- listen carefully and speak clearly and coherently
- read fluently and with perception
- appreciate a variety of literature, including popular culture

## Content

Students will explore conceptual questions using a variety of texts. English Skills Builder Book 1 will also be used throughout the year to develop skills in grammar, spelling, punctuation and vocabulary.

**Term 1** How do we communicate our perspectives?  
(Writing Workshop)

**Term 2** How do we make meaning from texts?  
(Short stories and poetry)

How do our environments shape us? (The Secret Garden)

**Term 3** What is the relationship between identity and belonging? (Film study)

**Term 4** How can collaboration generate new insights?  
(Literature Circles)

- 

## Learning and teaching methods

**Oral work:** class discussions, group work, oral presentations and the Norm Fary Public Speaking Competition.

**Written work:** students are encouraged to try different styles such as narrative, personal writing, persuasive writing, analytical writing and imaginative writing.

**Reading:** a wider reading lesson in the library occurs once per cycle. English novels will be read in class and for home learning.

## Assessment

A variety of short and long writing exercises in different genres

- Oral work in varied settings
- Collaborative work
- Assessment tasks each term

# Food Science

## Aims

Food Science at year 7 is a semester-long subject and aims to promote healthy eating by gradually shifting, where necessary, students' food preferences and choices in the direction of the principles of the Healthy Living Pyramid. In addition, the practical component of the course provides opportunities to gain skills in food preparation and time management.

## Content

Topics covered in this unit include:

- Practical food skills and knowledge, which involves planning, food preparation, time management, safe use of equipment and appliances, and food hygiene:
  - simple meals: using vegetables, fruits, cereals and meat
  - quick and healthy snacks
- Nutrition – food nutrients and exercise levels required for optimal health and development
- Making healthy food choices – food selection models and their application

Students undertake a variety of practical tasks that serve to reinforce nutrition knowledge gained throughout the course whilst also developing food preparation skills.

- Production – practical application and management
- Skill in the use of equipment and appliances
- Data analysis
- Reviewing print and visual media
- Group tasks

## Assessment

- Research assignment
- Practical tasks
- Peer evaluation

## Learning and teaching methods

# Geography

## Aims

Year 7 Geography is a semester-long subject. It is an introductory course and aims to provide students with the skills they will need for the study of Geography. Students will investigate mapping skills and answer the question 'what makes Geography different from any other subject?' The basic skills needed for presentation of work and gathering of data will be developed during this unit.

## Content

This subject will include two units of study:

### SPICISS

This unit introduces students to the geographical concepts for their study of Geography. They cover Space, Place, Interconnection, Environment, Sustainability and Scale. Students also familiarise themselves with mapping conventions and concepts.

### Water and our World

Water is all around us and is one of the world's most valuable resources. It is important that we understand how we can use and manage water as a resource.

Understanding weather systems and reading warning signs can help us determine the best plan to manage and respond to extreme weather events.

Students are introduced to the nature of fieldwork through an analysis of sustainability at the college.

## Learning and teaching methods

Mapping skills are an integral part of any geography course, and students will undertake practical activities which will cover the skills of:

- using latitude and longitude
- topographic maps
- flow charts and diagrams
- aerial photographs
- sketch maps
- field sketches
- overlay maps
- general mapping
- weather maps
- climate graphs
- surveys
- land use maps

## Assessment

- Class work
- Case studies
- Fieldwork
- Tests

# Head, Heart and Soul

Head, Heart and Soul is a semester-long subject. Regardless of a student's faith and level of personal commitment, this subject will give them the opportunity to study the origins of the Jewish faith and how it relates to the Christian faith, as well as contemporary issues that relate to the life and teachings of Jesus. Students are encouraged to relate stories from the Old and New Testament to everyday living.

## Aims

An ongoing theme over years 7 to 9 is the philosophy of religion. Students will be encouraged to:

- Study and assess the nature and claims of religious teachings
- Study and assess contemporary claims in relation to God and multiple religions
- Examine the difference between the culture of structured religion and issues of faith and relationship with God
- Explore the concept of a personal faith
- Appreciate contemplation, prayer and meditation

The course aims for students to

- Understand the Bible's history and the structure
- Understand the origins, beliefs and philosophies of the Jewish faith and how it relates to those of the Christian faith
- Understand the nature of ethics and morals in relation to Judeo Christian understanding
- Learn about the practical application of Christian love and care through charity, development and justice organisations

## Content

The course commences with a study of the Old Testament, with a particular focus on the history and development of writing, the structure of the Bible, and the historic preservation of scripture through time. The creation of the world according to Christianity and other theories is explored, and students examine creation stories from several other religions. Students then examine several Old Testament stories, including Abraham, Sarah, Isaac, Jacob, Joseph, Moses, Joshua, Esther, Samuel and David. Our next area of study focuses on the significance of Easter, and an examination of the Christian calendar enables students to reflect on important Christian events. We conclude our studies with an explanation of the purpose of the life of Christ.

## Learning and teaching methods

Each unit is designed to build student knowledge and skills through a variety of inquiry-based activities, including research-based work, production of newspaper/magazine articles, class discussions, use of exercises from the text, worksheets and analytical exercises. Tasks will be completed either individually or as a group submission.

## Assessment

Assessment includes class work, home learning, participation in group work and class discussion, and research projects.

# Health and Physical Education

## Aims

Health and Physical Education (HPE) aims to develop and apply students' motor skills to game scenarios, aquatics, movement skills and athletics. Students will develop an understanding of and appreciation for physical, mental and social health. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

## Content

Students have two periods of HPE per 10-day cycle. In each term a health concept will be explored in two to three lessons, with the remaining HPE lessons devoted to practical PE classes. Students will also participate in Sports Skills once per cycle, which links HPE concepts with their ACS sport of choice.

## Health Component

Health concepts are explored in the following units:

- Dimensions of Health
- Growth and Development
- Food and Fitness
- Substance Abuse

## Physical Education Component

Students will undertake six specific practical units:

- Invasion games
- Striking/fielding games
- Net/wall games
- Aquatics

- Athletic activities
- Movement skills

## What is health?

Students gain an understanding of what it means to be healthy. They investigate the three dimensions of health: physical, social, emotional. Students analyse and reflect on their own health under these three dimensions in order to identify strengths, weaknesses and areas for improvement.

## Food and fitness

Students investigate energy balance in the maintenance of physical health. They discuss the importance of considering energy intake and energy expenditure, and in maintaining ratio. Physical activity and healthy living pyramids are explored, and students reflect on their dietary and exercise habits. They are introduced to the 'swap it don't stop it' campaign as a means of building awareness of making healthy choices in everyday life.

## Substance abuse - alcohol and cigarettes

Students gain an awareness of what is meant by positive and negative risk-taking. They explore different types of risk-taking and why it is more common during adolescence. Students investigate the detrimental impacts that both alcohol and cigarettes can have on their body. They gain an understanding of short and long-term consequences of substance abuse and how it can impact on themselves and others.

### **Growth and development**

Students gain an understanding of the key developmental changes that happen to the body during puberty. They are introduced to the topic of sexuality in order for them to gain understanding and acceptance of all in society. Students explore the risks associated with sexual activities through analysing sexually transmitted infections as well as ways to minimise the risks through contraception.

### **Practical component**

Students will undertake six specific practical units:

- Invasion games
- Striking/fielding games
- Net/wall games
- Aquatics
- Athletic activities
- Movement skills

Students will also participate in a sport program, which has one sport skills session per cycle, as well as an interschool game every Tuesday.

### **Learning and teaching methods**

The activities offered in Year 7 assume a competent level of fundamental motor skill development in the earlier years. Most games are taught using a game sense method approach, learning tactics and techniques through games. In addition, students will continue with an aquatics program, whereby they learn in small groups of approximately six students. Classroom-based sessions will involve individual, small group tasks and discussion.

### **Assessment**

Assessment and reporting is based on a variety of assessment rubrics, including:

- Written Tasks
- Participation in practical classes
- Classwork and collaboration
- Game Sense (decision making, tactical awareness, skill execution & game appreciation)

# History

## Aims

Year 7 History is a semester-long subject involving the study of a number of societies that existed thousands of years ago. The course aims for students to understand how these societies developed and how ideas, people and events changed them. Students develop skills in categorising events, placing them on a timeline, and describing the motives and actions of people living in ancient societies from different points of view.

## Content

Students examine how historical evidence is found, the role of archaeologists, the differences between primary and secondary sources, and the concept of chronology. Students are introduced to these concepts through the study of early civilisations including Rome, China, and ancient Australia. Students then examine ancient Rome and China, exploring their origins, culture, and political and economic structures.

## Learning and teaching methods

Each unit is designed to develop the students' knowledge and skills by using a variety of activities. Students deepen their understanding of the past through use of the six historical thinking concepts. They will establish historical significance, use historical sources, identify continuity and change, analyse cause and consequence, understand historical perspectives,

and evaluate historical interpretations. Students use broad and transferable skills to synthesise their ideas into sophisticated and insightful responses to a variety of assessment tasks.

## Assessment

- Research activities
- Projects
- Mapwork
- Class work
- Tests

# Languages Other Than English

## Aims

Learning a language other than English involves learning how to communicate in a new language and experiencing another culture. Students also learn the structure of the language, which enables them to reflect on how their own language works.

Language students have the opportunity to:

- be active participants in the global village
- become better communicators
- expand their literacy skills
- develop intercultural understanding and empathy
- increase their cognitive flexibility
- learn new languages and adapt to new cultures more easily
- broaden their vocational options

## Content

Students entering year 7 must choose to study one of Chinese, French or Spanish.

**Chinese:** There are two pathways in year 7 Chinese: Chinese and Chinese Advanced.

Chinese caters to students with no prior learning of Chinese language and script. The course introduces the basics of Chinese, including the written script, and develops vocabulary that allows students to express concepts from daily life, primarily through speaking

and listening. Chinese Advanced is designed for students who have some background in the learning of Chinese. Both courses use the overarching theme of 'China everyday' to introduce or enhance students' knowledge of Chinese. The course focuses on the use of spoken and written Chinese in a range of contexts, as well as using a range of spoken and print sources to explore the topics of family, home and hobbies.

**French:** There are two pathways in year 7 French: French and French Advanced.

French is for students with no prior learning of French language. Students will learn the alphabet, how to pronounce sounds correctly, how to greet friends and family, how to ask about friends' places of residence and languages spoken, and the numbers up to 100. They also learn how to talk about their family, friends and pets. French Advanced is for students who have some background in the study of French. Students will be able to read aloud correctly, talk about sports, school, clothing, music, as they explore making calculations about an area and designing clothes and to express respect to cultural differences. Both groups learn how to ask and answer what the time is and talk about the various festivals and special celebrations. Videos and project work introduce them to France and French-speaking countries.

**Spanish:** There are two pathways in year 7 Spanish: Spanish and Spanish Advanced.

Spanish aims to awaken students' interest in the language and culture through a communicative approach. The skills of listening, speaking, reading and writing are developed while learning about greetings (such as name, age and address), numbers up to 100, days of the week, the alphabet, school, housing, food, parts of the body, animals, likes and dislikes. Students will learn how to read aloud and to answer and ask simple questions. Spanish Advanced is designed for students who have some background in the study of Spanish. Students will be able to talk about family, school, leisure activities, the weather, calendar. Both groups learn about the many Spanish-speaking countries located in Latin America, Europe and Africa, and their cultures. Students will also learn how to ask and answer what the time is and talk about the various festivals and special celebrations.

## Learning and teaching methods

Activities included in the study of language at year 7 include:

- role plays to foster fluency, presentation and dramatic skills
- repetition and game activities to establish good pronunciation and intonation habits, and to foster automatic language production
- writing exercises to reinforce language learnt through listening and speaking
- watching videos to learn about culture and practise language items
- preparing brochures or posters to use language in creative ways
- working in groups to practise speaking and writing

skills and to develop cooperative learning

- using iPads to practise language skills through games and in the preparation of assignments

## Assessment

- Listening, speaking, reading and writing tasks
- Workbook and home learning exercises
- Assignments
- Tests

# Mathematics

## Aims

Mathematics provides students with access to important mathematical ideas, knowledge and skills.

The aims of mathematics education are to ensure students:

- can apply knowledge and skills through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems
- are confident, creative users of mathematics and communicators of mathematics, able to investigate, represent and interpret situations
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to reason, pose and solve problems in the areas of content of each course

## Content

The content of year 7 Mathematics is formed by topics from the strands number and algebra, measurement and geometry, and statistics and probability.

Specifically, topics studied include directed number, algebra, decimals, equations, whole numbers, lines and angles, fractions, linear graphs, percentages, area, volume, probability, and statistics.

## Learning and teaching methods

In mathematics, students expand and organise their thinking in more formal ways by becoming involved in processes such as critical and creative thinking and problem solving in addition to formal, explicit teaching of skills. Learning tasks will provide opportunities for students to work both independently and collaboratively with others. In the first year of secondary mathematics, it becomes increasingly important for students to monitor their own learning, identify areas that need further work and understand how to address these in positive ways.

During term 2 a group operates for students requiring extension, as determined by performance in assessments during term 1. This group covers the same course content but to a greater depth.

All year 7 students participate in the Australian Mathematics Competition. High achievers may be offered the chance to participate in the Australian Mathematics Challenge and the University of Melbourne Mathematics Competition.

## Assessment

Formal assessment is based on students' achievements on graded assessment tasks such as topic tests and problem solving tasks.

# Music

At St Leonard's College all year 7 students participate in practical classroom music classes. During music classes students learn either an orchestral instrument or sing in a vocal group. **There are compulsory after school timetabled classes for ALL year 7 students. These compulsory times are listed within the information below.**

## Learning and teaching methods

Students learn as part of a balanced ensemble, developing a range of skills as appropriate for their instrument or group. Major performance goals are set throughout the year and students are required to practise and prepare for these performances. All students will perform in the Year 7 Concert and will also be involved in the Bands Concert, Orchestral Concert or Choir Concert. Students are expected to practise at least 5 times a week to support their learning in class and to ensure progress. Students work from a range of tutor texts and apps designed for progressive development and a solid understanding of the skills involved.

## Assessment

Students will be assessed on:

- Class performances
- Preparation for performances
- Approach to home practice
- Music reading and aural skills

## Making your Music Selection

All students will complete an online selection form for Year 7 Music. Please read the information carefully when making the online selection with your child.

Students who have learnt an instrument in the year 6 program at St Leonard's College can only continue with this instrument if they are taking private music lessons on this instrument in 2019. The exception to this is for students who have learnt double bass, oboe or trombone in the year 6 music program. Special conditions apply so please read the information carefully in the online selection form.

Students who are not taking private music lessons on an orchestral instrument in 2019 are required to choose a new orchestral instrument for the year 7 music program. An explanation of the classes and an overview of the required after school classes for ALL year 7 students are outlined below.

## Practised Class

This group is designed for students who have been learning an orchestral instrument and are taking private music lessons in 2019. Orchestral instruments include Violin, Viola, Cello, Double Bass, Trumpet, French Horn, Trombone, Euphonium, Tuba, Flute, Clarinet, Oboe, Bassoon, Saxophone or Percussion/ drums. An instrument may be available for hire\*.

**Compulsory after school classes for PRACTISED class students are as follows:**

- Brass, Woodwind and Percussion students in the PRACTISED class will be members of the St Leonard's College Concert Band. This ensemble rehearses every Thursday after school until 4.45pm. Attendance is compulsory.
- String students in the PRACTISED class will be members of the St Leonard's College Pops

Orchestra. This ensemble rehearses every Monday after school until 4.45pm. Attendance is compulsory.

All students in the PRACTISED class will be:

- experienced in their orchestral instrument
- fluent in reading music notation
- working together in an ensemble to extend their performance and musicianship skills
- taking private music lessons on their orchestral instrument in 2019

*Please note that students who play Piano, Keyboard, Recorder, Ukulele, Guitar or Electric Guitar are not eligible for the PRACTISED class.*

### Apprentice Class

Students in the APPRENTICE classes will all be beginners. The instruments offered are: Violin, Viola, Cello, Double Bass, Trumpet, French Horn, Trombone, Euphonium, Tuba, Flute, Clarinet, Oboe, Bassoon, Saxophone or Percussion/drums. A school instrument will be available for hire\*.

In 2019 we are prioritising French horn, tuba, oboe and bassoon players so please consider these instruments as an option. Please remember to list your choices from 1 to 5. The Music Department endeavours to give students their highest possible preference however there are many factors involved when this allocation is considered.

**Compulsory after school classes for APPRENTICE class students are as follows:**

- All students in the APPRENTICE class will be a member of the **after school Year 7 Band or Year 7 String Orchestra. Rehearsals are until 4.30pm every second Wednesday (day 8).** Attendance at these after school rehearsals is compulsory for all Year 7 students in the APPRENTICE classes.

### \*Instrument Hire

Unless advised by email, St Leonard's College will provide an instrument at the hire cost of \$50 per semester for students in the Practised and Apprentice Classes. Please note that families are responsible for repairs required to a damaged instrument or replacement of a lost instrument up to a maximum of a \$500 insurance excess.

### Vocal Class

This class is only offered to students who are taking private singing lessons. Students will focus on developing their sight singing skills. All members of this class will also be required to join the Soprano Alto Choir which rehearses Monday lunchtimes. Places are limited in this class. All students choosing this option will also be asked to complete the instrument selection.

**Compulsory after school classes for VOCAL Group students are as follows:**

- All students in the VOCAL Group will be a member of the **after school Year 7 Vocal Group. Rehearsals are until 4.30pm every second Wednesday (day 8).** Attendance at these after school rehearsals is compulsory for all Year 7 students in the VOCAL Group.

### Enquiries

In addition to the Classroom Music program there is an extensive cocurricular music program. If you require any further information in regard to the Classroom Music program, please contact Elizabeth Furman, Director of Music – Education at [elizabeth.furman@stleonards.vic.edu.au](mailto:elizabeth.furman@stleonards.vic.edu.au)

If you have enquiries regarding the cocurricular music opportunities, please contact Peter Foley, Director of Music – Performance at [peter.foley@stleonards.vic.edu.au](mailto:peter.foley@stleonards.vic.edu.au)

# Science

## Aims

Science education develops students' abilities to ask questions and find answers about the natural and physical world.

The science curriculum at St Leonard's College encourages students to:

- develop knowledge and skills central to biological, chemical, earth and physical sciences
- apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions

## Content

This course introduces students to various aspects of science and the way scientists work. The topics listed below are used as a means to introduce and develop the skills and interests needed to be successful in further scientific studies. Important basic concepts are introduced and used to challenge the thinking and hypothesis-forming skills of students. Areas of study include:

- Introducing the science laboratory
- Water – mixtures, solutions and particle model and why water is so important
- Life and living – characteristics of life, classification and ecology

- Physical world – forces
- Seasons and eclipses

## Learning and teaching methods

A variety of learning activities will be used including:

- research, library, internet, journal and practical based assignments
- class discussions
- digital simulations
- home learning activities
- guest speakers and excursions to scientific places of interest
- applying the principles of scientific method to problems and challenges
- formatting and manipulation of data, results and other information

## Assessment

A range of tests, experiments, investigations and projects are used to assess the skills of collecting and using information through observation, measurement, experimentation, interpretation and problem solving.

# Sport

## Aims

Sport is closely linked with Health and Physical Education, and aims to:

- develop knowledge, skills, attitudes and values within a chosen sport
- assist all students to maximise their potential by providing a safe, encouraging and positive environment
- develop a strong St Leonard's culture, leadership opportunities and team-first attitude

All students are expected to be in attendance during all sport sessions, which includes an after-school component during scheduled games.

## Content

St Leonard's College is an affiliated member of the Association of Coeducational Schools. This requires all students to play one summer and one winter interschool sport. Each sport has 10 home and away games and the possibility of one final.

When a game is not scheduled, students undertake training specific to their sport.

Students select a first and second preference for each season, with participation in the preferred sport and grade based on numbers and ability.

	Girls	Boys
Summer	Soccer Softball Tennis Volleyball	Basketball Cricket Hockey Softball Table Tennis
Winter	Basketball Hockey Netball Table Tennis	Football Soccer Tennis Volleyball

St Leonard's also enters large teams into the ACS Athletics, Swimming and Cross Country carnivals. Regular training occurs for all of these teams.

# Visual Arts

## Aims

The Visual Arts program promotes the development of students' visual literacy through a variety of creative experiences. Students will experiment with visual arts conventions and techniques to represent a theme, concept or idea through their artwork. Students will design and create art in two and three-dimensional forms, giving due consideration to the exhibition and audience of their work.

## Content

The program for year 7 consists of the following media:

- Drawing
- Painting
- Printmaking
- Ceramics

## Visual diary

Students are required to use their visual diary to enhance ongoing research, design and development in a range of journaling tasks. This will document the design processes undertaken in class in a sequential and organised manner and will include sketching, designing, experimentation, annotation of processes and ideas, and homework tasks.

## Responding to art

Students will research and respond to a variety of artworks produced by artists from different times and cultures. They will learn how to analyse the elements of art used to create the works and their conceptual

meaning, as intended by the artist or interpreted by an individual. Cultural and/or historical factors will contribute to their deeper understanding of art.

## Learning and teaching methods

Exploration of aesthetic, conceptual and technical skills and processes are fundamental to students' personal experience and creative expression. They will also develop skills in project management as they address each area of study through:

- Research and experimentation
- Planning and annotation
- Technical skills and processes
- Concept resolution
- Visual literacy

## Assessment

Assessment criteria will be provided at the beginning of each area of study and will assess specific requirements for that area of study. All areas of study will be combined to ascertain an overall grade at the end of the semester.





## St Leonard's College