

HOLLAND PARK HIGH SCHOOL

*"A boutique
High School for
Discerning parents"*

Year 7 2019



Subject Handbook


PRINCIPAL

Jocelyn Roberts

DEPUTY PRINCIPALS

Leann Nichol (Junior Secondary)
Brad Forster, Acting (Senior Secondary)

HEADS OF DEPARTMENT

English/Social Sciences
A/History/Geography
Health & Physical Education
Mathematics/ICT/Business
Science
Senior Schooling

Fran Illott
Sharie Hasson
Craig Dawson
Julie Curtis
Cathy Menzler
Elizabeth Cameron

BUSINESS SERVICES MANAGER

Cecile Jay

SUPPORT STAFF

Year 7 Coordinator
Guidance Officer
School Based Youth Health Nurse
Chaplain

Mrs Elizabeth Lloyd
Melissa Huestis (Mon-Wed) / Delwyn Cameron (Thur-Fri)
Catherine Raff
Brad Hartland (Tuesday/Wednesday)

SCHOOL CONTACT DETAILS

Mailing Address
Street Address
Phone
Fax
Email
Website

PO Box 197, Holland Park West Qld 4171
153 Bapaume Road, Holland Park West
3347 0111
3347 0100
info@hollandparkshs.eq.edu.au
www.hollandparkshs.eq.edu.au

OFFICE HOURS

The school office is open Monday to Thursday 8.30am to 4.00pm and Friday 8:00am to 3:30pm.



RESOURCE HIRE/PAYMENTS

Payments for school levies, excursions or camps may be made between 8.30am and 1.45pm Monday to Friday at the Resource Hire Room.

PAYMENT METHODS

Cash / Cheque / Money Order / Eftpos

DIRECT DEPOSIT:

Account Name: Holland Park State High School

BSB: 064 112

Account Number: 00090117

Reference: Student name / activity

BY TELEPHONE:

Please call 1300 631 073 and have your CRN number and invoice number ready. Your CRN is located in the box on the bottom left hand side of your invoice or statement. Each invoice must be paid separately, otherwise the payment won't match.

BY BPOINT via internet:

Please click link below to take you to secure BPoint site. (<https://www.bpoint.com.au/payments/dete>)

You must have your CRN number and invoice number ready. Each invoice must be paid separately, otherwise the payment won't match.

PLEASE NOTE – NO PAYMENTS CAN BE TAKEN OVER THE PHONE AT THE SCHOOL

STUDENT ABSENCES

When your child is absent, please contact the school absence line on 3347 0160 which is available 24/7.

KEY DATES 2019

Tuesday 29 January – Years 7 & 11 attend

Wednesday 30 January – All Year Levels attend

Queensland term dates – 2019		
Term	Dates	Length
Term 1	Tuesday 29 January – Friday 5 April	10 weeks
Term 2	Tuesday 23 April – Friday 28 June	10 weeks
Term 3	Monday 15 July - - Friday 20 September	10 weeks
Term 4	Tuesday 8 October – Friday 13 December	10 weeks

Student free days for 2019

Monday 21 October.

ENQUIRING ABOUT STUDENT PROGRESS

If you wish to enquire about student progress, teaching and learning, or set curriculum in a particular subject:

Firstly, please contact the subject teacher. This can be done by telephoning the school office or by email to info@hollandparkshs.eq.edu. If you have further questions, **contact the Head of Department** for the subject in question. The Head of Department can assist by providing further information or by helping to resolve concerns.

Parent teacher interviews are held twice per year. More information about these opportunities will be made available closer to the scheduled times.



SCHOOL UNIFORMS

Students are expected to wear correct school uniform, which has been approved by the School P&C Association. All items of uniform should be clearly named. The school endeavours to foster in its students a high standard of personal pride, grooming and respect. Parent/carer co-operation and support is sought to ensure that the school uniform, as specified, is correctly worn without additions or alterations.

As a service to our school families, our school P&C sells uniforms through the school Uniform Shop between the hours of 8:15am and 10.30am on Tuesdays and Thursdays. Extended hours operate prior to school starting each year and this information is sent out to families and is available on the website. EFTPOS facilities are available. Alternatively a cheque made payable to the **Holland Park P & C Association** or cash is acceptable.

SPORTING HOUSES

Students will be put into houses for school sporting competitions and form groups. Colours for each house are as follows:

Gordon - Blue
Marshall - Red

Toohey - Green
Weller - Gold

PERSONAL ELECTRONIC DEVICES

The school would prefer that electronic devices, such as mobile phones, digital cameras and iPods etc. were left at home. Firstly, the inappropriate use of these devices can negatively impact on teaching and learning and personal relationships. Secondly, the school cannot take responsibility for the loss, damage or theft of any electronic devices that are brought into school grounds.

However, if parents allow their children to bring them to school they accept the risk associated with that decision, and comply with our policy which respects the learning environment and allows devices to be used in breaks only.

When students CAN use devices	When students CAN NOT use devices
<ul style="list-style-type: none"> • Before school (8:40am) • During morning tea and lunch breaks after having left classrooms • After school (3.00pm) 	<ul style="list-style-type: none"> • During class time, exams and assemblies • During any detention • During any out of school activity or excursion • During scheduled sporting activities

P&C ASSOCIATION

The School P&C Association meets at the school at 7.30pm on the third Wednesday of each month. All parents/carers are welcome to attend.

SCHOOL TUCKSHOP

The P&C runs the School Tuckshop each day. Parents/carers, relatives and friends are always needed as voluntary workers. Further information may be obtained by contacting the school office on 3347 0111. Updated menus, complete with price lists can also be found on the website.



STUDENT REQUIREMENTS 2019

Stationery Items

All students at Holland Park High must have the following essential items at all times:

One well-stocked and named pencil case containing the following:

- Black pen
- Blue pen
- Red pen
- Pencils (HB)
- Ruler Plastic 30cm
- Eraser
- Sharpener Glue stick
- Scissors 160mm
- Coloured pencils set of 12 (not felt pens)
- Stapler Celco No 10. with staples
- USB Flash Stick 8GB

Further details of stationery requirements for individual subjects are in the Sequel Stationery List which will be emailed home or is available on our website. You can order online from them and they will deliver your order if you select this option, or you can collect your order from their store. You may purchase equivalent stationery items from other suppliers.

Please do not purchase multi-subject books or folders.

Resources

All textbooks and core consumables are available through the Text and Resource Hire scheme at Holland Park High School. See the Student Resource Scheme Agreement for more information. Payment can be made in full (cash/cheque/BPoint/EFTPOS), by initial deposit and payment plan, by Centrelink deduction.

Please contact the Resource Room for more information about payment.

Some subjects have an additional consumables charge.



YEAR 7 SUBJECT DESCRIPTIONS & CODES

CORE

English
Geography (Semester 1)
Health & Physical Education
History (Semester 2)
Languages – German or Japanese
Mathematics
Science

ROTATION – Term units

Digital Technologies
Drama
Music/Music Masterclass
Visual Art



CORE SUBJECTS

ENGLISH

Why Study English?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

Aims:

Through studying English, students will:

- engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts designed to inform and persuade.
- develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.
- interpret, create, evaluate, discuss and perform a wide range of literary texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances.

What is studied in English?

- Unit 1: Telling Stories: Persuasion in Advertisements and Speeches – In this unit students understand how text structures and language features combine in media texts and motivational speeches to influence audiences.
- Unit 2: The Power of an Individual – Students examine how informative and biographical texts use language to highlight the significant features of an individual's life.
- Unit 3: Aussie Stories – Students investigate the perspectives presented in an Australian novel and synthesise ideas and viewpoints to draw reasoned conclusions and discuss how literature represents Australia, Australians and our place in the world.
- Unit 4: Get on your Soapbox! – Students develop an understanding of how protest poetry, songs and multimodal texts represent historical, cultural and social perspectives over time. Students use the ideas and perspectives in a song to promote a point of view and evaluate the effectiveness of the text in making a comment.

Assessment

A wide variety of assessment items are undertaken over the year including: a range of imaginative, informative and persuasive types of texts including narratives, speeches, performances, literary analyses, transformations of texts and reviews.

Subject Specific Requirements

- students will be required to purchase a copy of the approved English Activity Book at an approximate cost of \$16-\$18

SUCCESS in ENGLISH derives from:

- **A regular engagement with texts via reading**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**

GEOGRAPHY

Why Study Geography?

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Aims:

Through studying Geography, students will:

- develop students' geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries.
- develop students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards.
- develop students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

What is studied in Geography?

- Unit 1: Water in the World – focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.
- Unit 2: Place and Liveability – focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

Assessment

A wide variety of assessment items are undertaken over the year including:

- a short response exam
- a response to stimulus exam
- a research based assignment

SUCCESS in GEOGRAPHY derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**

HEALTH & PHYSICAL EDUCATION

Why Study Health and Physical Education?

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing and critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Aims:

Through studying Health and Physical Education, students will:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

What is studied in Health and Physical Education?

Unit 1: Volleyball / Approaching Adolescence (Personal Growth and Development)

Unit 2: Athletics / I can make a Good Decision (Drugs and Alcohol)

Unit 3: Personal Fitness / Super Snacks (Nutrition)

Unit 4: Minor Games / Generations

Assessment

A wide variety of assessment items are undertaken during this two (2) year course including:

- Physical Performance Tasks
- Multimodal Presentations
- Research Reports
- Analytical Essays
- Exams

Subject Specific Requirements

Students will be required to wear their sports uniform, hat, sunscreen and appropriate shoes.

Students may participate in an off campus excursion which would cost approximately \$15.00.

SUCCESS in HEALTH AND PHYSICAL EDUCATION derives from:

- **Thorough researching skills**
- **A strong ability to work both independently and cooperatively**
- **Confidence to perform tasks in a physical environment**

HISTORY

Why Study History?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Aims:

Through studying History, students will:

- pursue broad questions such as: How do we know about the ancient past? What key beliefs and values emerged and how did they influence societies? How did the nature of global conflict change during the twentieth century?
- develop knowledge, understanding and appreciation of the past and the forces that shape societies
- develop an understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- develop the capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

What is studied in History?

- Unit 1: Investigating the Ancient Past – provides students with a foundation for their study of history, focusing on the nature of sources and how the past is investigated. It incorporates the theory as an introductory focus to the unit that people moved out of Africa around 60,000 BC (BCE) and migrated to other parts of the world.
- Unit 2: The Mediterranean World: Egypt – students explore the influence of geography on the history of ancient Egypt, such as its location in a river valley and relative geographic isolation. Students investigate Egypt's development as a strong, centralised dynastic government, which unified it early in Egypt's history, and they examine the achievements and legacies often represented through impressive monumental remains.

Assessment

A wide variety of assessment items are undertaken over the year including:

- short response exams
- a research based assignment

SUCCESS in HISTORY derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**

LANGUAGES - GERMAN

Why Study German?

German is a subject of the LOTE, Key Learning Area. The study of German in Year 7 builds on the foundations, if any, already established in primary school. It covers a variety of topics that are of interest to students, that enrich their general knowledge and that enhance their ability to communicate in the German language. Students will find their German studies of great benefit in understanding other cultures and in future pursuits such as travel, leisure activities, business and scientific studies, music and architecture.

Aims:

Successful completion of the course will enable students:

- to communicate effectively in German both in written and spoken form on a variety of topics and to understand written and spoken information
- to have a good knowledge of German and European geography, current affairs, traditions and culture.

What is studied in German?

Topics and Learning experiences may include:

1. **Alles über mich:**
This section will include greetings, name, how you feel, sports and hobbies, classroom commands, age, and birthdays.
2. **Eine Broschüre:**
Students will extend their ICT competencies by investigating a German city or State and producing a Travel brochure highlighting the city's attractions, festivals etc whilst incorporating some basic survival German for the tourist.
3. **Ich, meine Familie und Haustiere**
Students learn to express/describe information about where they live, their birthplace, personal description, their families and pets.
4. **Ein Kinderbuch**
Students will produce a computer-generated story book about their own imaginary family, which should incorporate all their written language skills.
5. **Mein Schulleben**
Students will be introduced to a basic overview of the school system in Germany in comparison with Australia, daily routine, clock times, subjects and opinions thereof and timetables.

Assessment

A wide variety of assessment items are undertaken during this course assessing:

- Comprehension
- Communication

SUCCESS in GERMAN derives from:

- **keeping vocabulary lists up to date.**
- **the ongoing revision of language learnt and use of this skill in practical ways wherever possible.(eg e-mails etc)**

LANGUAGES - JAPANESE

Why Study Japanese?

Japan has a very rich history and culture that is significantly different from our own. Studying Japanese teaches students an appreciation of a language and culture that is diverse and varied from our own. Students acquire an understanding that language and culture affect how we develop our own set of values, attitudes, and beliefs.

The aim of the Japanese language course is to develop practical language skills so that students can express their needs and opinions, and communicate in everyday situations – at home, school, in leisure time.

Aims:

Through studying Japanese, students will:

- Develop practical communicative language skills to discuss real-life issues.
- Gain an understanding and appreciation of a different culture, lifestyle, and perspective
- Develop and expand upon communication skills
- Develop skills to problem solve and find ways of expressing themselves.

What is studied in Japanese?

- Unit 1: Me, myself and I
- Unit 2: Memorable places
- Unit 3: Once upon a time
- Unit 4: School Magazine

Assessment

A wide variety of assessment items are undertaken during this course assessing:

- Comprehension
- Communication

Subject Specific Requirements

Stationery (pencils), 1 exercise book, 1 grid notebook (1cm x 1cm).

SUCCESS in JAPANESE derives from:

- **Self-motivation to continually study of the covered material**
- **A ability to work independently and seek clarification where needed**
- **Persistence to practise the script and content**

MATHEMATICS

Why Study Mathematics?

The study of Mathematics 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. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Aims:

Through studying Mathematics, students:

- can be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens,
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in all strands, and
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

What is studied in Mathematics?

The content strands of Mathematics are covered in various units in year 7.

Number and Algebra	Measurement and Geometry	Statistics and Probability
<ul style="list-style-type: none">• Number and place value• Real numbers• Money and financial mathematics• Patterns and Algebra• Linear and non-linear relationships	<ul style="list-style-type: none">• Using units of measurement• Geometric reasoning• Shape (year 7 only)• Location and transformation (year 7 only)	<ul style="list-style-type: none">• Chance• Data representation and interpretation

Assessment

Students complete assignments and investigations as well as a written exam each term.

Subject Specific Requirements

- Students must bring a scientific calculator to class every lesson and a Kent set when required.
- All students are invited and encouraged to enter the Australian Mathematics Competition. The entry fee is approximately \$6.00.

SUCCESS in MATHEMATICS derives from:

- **Commitment to extensive practice and rehearsal of procedures at school and at home**
- **Challenging yourself with problem solving – simple through to complex**

SCIENCE

Why Study Science?

Learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

Aims:

Through studying Science students will:

- Understand the world around them
- Think critically and creatively
- Use evidence to make justified decisions

What is studied in Science?

Unit 1: Chemistry
Unit 2: Physics/Earth and Space Science
Unit 3: Earth and Space Science
Unit 4: Biology

Assessment

A wide variety of assessment items are undertaken during this course including:

- Exams
- Research tasks
- Experimental investigations

Subject Specific Requirements

Safety is a prime consideration in all science activities. It is important that students:

- wear shoes with impervious uppers
- wear safety glasses and aprons (supplied)
- behave in a safe manner

SUCCESS in SCIENCE derives from:

- **Attending classes and participating in both theoretical and practical activities**
- **Reading widely**
- **Completing homework and revision**



ROTATION SUBJECTS

DIGITAL TECHNOLOGIES

Why Study Digital Technologies?

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Aims:

Through studying Digital Technologies, students will:

- Use structured data to model objects and events that shape the communities they actively engage with. Identify the key elements of a problem and the factors and constraints at play.
- They design increasingly complex algorithms that allow data to be manipulated automatically.
- Broaden their programming experiences to include general-purpose programming languages.

What is studied in Digital Technologies?

Unit 1: Scratch programming

Unit 2: Introduction to robotic coding

Assessment

Assessment items undertaken during this course include:

- Projects

Subject Specific Requirements

eg. USB device, access to computer at home, display folder

Prerequisite for selection in year 8: Students must have achieved a “C” standard minimum in year 7 in order to study this subject in year 8.

SUCCESS in DIGITAL TECHNOLOGIES derives from:

- **A strong ability to work independently**
- **Problem Solving Skills**
- **Logical Thinking**

DRAMA

Why Study Drama?

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

Aims:

Through studying Drama, students will develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

What is studied in Drama?

Unit 1: **Fanciful Fairy Tales** - As a group students commit to memory, rehearse, produce and perform a scripted drama based upon a traditional Fairy Tale.

Assessment

A wide variety of assessment items are undertaken during this two (2) year course including:

- Elements of Drama Exam
- Scripted Group Performance
- Group Self Devised Performance
- Individual Self Devised Performance

Subject Specific Requirements

- Blacks (Plain Black T Shirt and Plain Black Long Pants), Excursion Costs.

SUCCESS in DRAMA derives from:

- **Thorough commitment to learn the required drama skills**
- **A strong ability to work independently and in groups (especially in the rehearsal process)**
- **Extensive drafting and work shopping of dramatic work**

MUSIC/MUSIC MASTERCLASS

Why Study Music?

Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.

Music Masterclass

This class is an opportunity for the more experienced students to also combine and perform in a class orchestra ensemble.

Aims:

Through studying Music, students will:

- Experiment with texture and timbre in sound sources using aural skills
- Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music
- Structure compositions by combining and manipulating the elements of music using notation
- Perform and present a range of music, using techniques and expression appropriate to style

What is studied in Music?

Music Masterclass: Heroes and Villains

Music: Unit 1- Music in Advertising

Assessment

A wide variety of assessment items are undertaken during this course including:

- Listening and Analysis Responding tasks
- Performing music on chosen instruments in the style of the unit
- Composing own works to fit the unit style

Subject Specific Requirements

Display Folder and Exercise book

SUCCESS in MUSIC derives from:

- **Critical Reflection**
- **An ability to work both independently and part of an ensemble**
- **Creative thinking**

VISUAL ART

Why Study Music?

Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.

Music Masterclass

This class is an opportunity for the more experienced students to also combine and perform in a class orchestra ensemble.

Aims:

Through studying Music, students will:

- Experiment with texture and timbre in sound sources using aural skills
- Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music
- Structure compositions by combining and manipulating the elements of music using notation
- Perform and present a range of music, using techniques and expression appropriate to style

What is studied in Music?

Music Masterclass: Heroes and Villains

Music: Unit 1- Music in Advertising

Assessment

A wide variety of assessment items are undertaken during this course including:

- Listening and Analysis Responding tasks
- Performing music on chosen instruments in the style of the unit
- Composing own works to fit the unit style

Subject Specific Requirements

Display Folder and Exercise book

SUCCESS in MUSIC derives from:

- **Critical Reflection**
- **An ability to work both independently and part of an ensemble**
- **Creative thinking**

