Williamstown High School

Bayview Campus
Year 8 Electives Handbook
2020

Be a Learner. Be Respectful. Be Safe.

Year 8 2020 - PLEASE NOTE:
The link to the ***Year 8 Elective Form 2020*** will be available to families via the **COMPASS News feed** from **Tue 16 Jul 2019**.
Please click on the link and submit the form by **Fri 26 Jul 2019**.

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Introduction to elective subjects at Year 8

Best-practice Middle Years education endorses student participation in practical learning that results in a product or performance, or rich task. Students undertake extended units of work in consolidated chunks of time, promoting deep immersion and engagement. Elective subjects at Year 8 level aim to develop skills and knowledge across multiple subject areas while especially focusing on tools to develop thinking processes. Learning and thinking is promoted through challenging units based on student interests.

Students will select *one* elective subject over one semester in Year 8. The elective subject will be assessed and reported on in the same way as all other subjects.

Please note that electives will run only if there are sufficient student numbers. Also, while we will endeavour to provide students with their first preferences, this cannot be guaranteed.

Elective Subjects (one semester)

- Cartooning & Animation
- Ceramics
- CO_2 & Solar Powered Vehicles
- Dances
- Design it & Make It in Textiles
- Digital Photography
- Hold Fast Café
- Marine Biology
- Outdoor Adventure
- School of Rock!
- Gothic Fiction & the Modern World

Elective Subject Descriptions

Please ensure that you read the elective subject descriptions before making your elective choice. Use the checklists to help identify a subject that will challenge you!

YEAR 8 | Cartooning & Animation	Checklist
What you learn ... Students are introduced to a variety of different cartooning and animation styles. Students develop original characters and develop a narrative for them. Students will use ICT to realise their comics and animations. Students will learn how to use principles of layout and design to create cover art. They will learn to draw in a variety of cartooning styles and rendering techniques. They will explore different animation techniques. **What you produce ...** A comic book, comic cover art, a sketchbook folio of designs and an animation. **How you will be assessed ...** Sketchbook, design process and folio or finished cartoon image or animation. **Thinking processes: Reasoning, processing and inquiry** Students will be assessed through the thinking domain reasoning processes and inquiry via the student sketchbook. **Thinking Processes: Creativity** In the creation of their comic, cartoon or animation students will be assessed on creative thinking processes.	☐ I enjoy drawing and cartooning ☐ I like art subjects ☐ I am interested in using ICT to develop my cartoons ☐ I want to develop skills in rendering and design ☐ I want to learn about animation

YEAR 8 | Ceramics	Checklist
What you learn ... Students will use a variety of clay construction techniques to make sculptures and fun household items. Students will engage in the design process to explore and create designs for their ceramic creations. Students will engage in creative thinking, annotation and problem solving by exploring how their designs will be constructed. Students learn to design three-dimensional objects by improving on their ability to draw from several viewpoints. Glazing techniques will be explored and students will gain an understanding of the required techniques in application, colour schemes and different glazing effects **What you produce ...** Large scale projects in small groups, design brief projects where students develop their own project. Advanced glazing and finishing techniques. **How you are assessed...** **Thinking Processes: Reasoning, processing and inquiry** Students will be assessed through the thinking domain reasoning processes and on their design process in their sketchbook. **Thinking Processes: Creativity** Students' creative thinking is assessed in the outcome of their clay process, final ceramic objects and glazing. Students are asked to use self-evaluation to reflect on their processes and final pieces.	☐ I enjoy designing ☐ I like using my hands to create ☐ I am interested in functional art ☐ I want to develop skills in crafting objects ☐ I want to learn more about clay, mosaics and glass sculpture

YEAR 8 | $C0_2$ & Solar Powered Vehicles	Checklist
What you learn... Students will learn how to create a model car out of a single piece of material. Students will design, sketch and investigate materials for their models. This course will allow students to use a wide range of materials and production processes. Some of the model cars will have the opportunity to enter competitions with other schools. Students will learn how to create a basic electrical circuit and how they can alter the circuit and gears to create a desired outcome. Students will also learn how solar power works and how to produce a working, moving model. They will also learn about solar energy and how it is used in everyday life. *A fee of approximately $40 will be charged to cover the materials*   **What you produce...** You will create a CO_2 powered vehicle that can compete in time trials. The goal is to see how fast your vehicle can go. You will also create a solar powered vehicle you will be able to make your own components to see how fast you can make your vehicle go. You will use the 3D printer to create some of your components. **How you are assessed...** ● **Investigating and Designing**: Students will be assessed on their ability to problem solve and their research and design skills. ● **Producing**: Production of their dragster and their solar powered vehicle. ● **Analysing and Evaluation**: Evaluation based on models produced and their own personal evaluation and feedback of the models. ● **Thinking Process**: Students apply creative thinking strategies to explore possibilities and generate multiple options.	☐ I enjoy problem solving and creating working machines. ☐ I like working with my hands. ☐ I am interested in solar power and solar powered vehicles ☐ I want to learn more about designing my own projects. ☐ I am interested in 3D printing and designing on the computer.

YEAR 8 | Dances	Checklist
What you learn... Have you ever wondered what it would be like to choreograph your own dance routine? If so, this challenge is for you. In this course students will develop their technical dance skills while exploring the ins and outs of choreography. By using a range of stimulus material to spark creativity such as music, photography, film, fashion and even the great outdoors, students work individually and in small groups to produce their own dance works. Over the course of the subject, there are also opportunities for students to showcase their work to a live audience. **What you produce...** Students work on their own and in groups to choreograph a dance piece. **How you are assessed...** **Reasoning Processing and Inquiry** Students will be assessed through the Solo Dance project. Students select a particular dance style to research and create a short solo that reflects their research, understanding and ability to analyse movement. **Thinking Processes: Creativity** Creativity is assessed through the Small Group Choreography task whereby students develop their own movement vocabulary and use analysis and synthesis to select and arrange movement sequences to develop successful choreography **Interpersonal Development: Building Social Relationships** This is assessed while students are working together in pairs and small groups on both the Solo Dance project and Small Group Choreography task. Communication of ideas between students is established within a safe and effective learning environment	☐ I enjoy dancing and music ☐ I like TV shows like 'Dancing With the Stars' and 'So You Think You Can Dance'. ☐ I am interested in how dance began and developed ☐ I want to develop skills in choreography ☐ I want to learn how to dance

YEAR 8 | Design it & Make it in Textiles	Checklist
What you learn... Students will investigate, design & produce textile products for a client or target audience. Participants will experiment with a variety of textile techniques, some of which may include: fabric construction, the printing and dyeing process, dry and wet needle felting, patchwork, and further fabric enhancement methods. A particular emphasis will be on presentation and creativity. **What you produce...** Projects may include: "Misfit" Softies, needle felted wool buddies, IPod cases, screen printed T shirts, tie dyed pillow cases, crazy patchwork door stops, reverse applique textile wall art. **How you are assessed...** ● **Design problems:** Students will investigate, design & produce textile products for a client or target audience. A particular emphasis will be on presentation and creativity. ● **Investigation:** Participants will experiment with a variety of textile techniques, some of which may include: fabric construction, the printing and dyeing process, dry and wet needle felting, patchwork, and further fabric enhancement methods. ● **Thinking Processes**: Students will be required to keep a folio of all investigation and design work. ● **Analysis and Evaluation:** Students will keep a reflective journal.	☐ I enjoy creating ☐ I like textiles and fabrics ☐ I am interested in fabric dyeing or printing ☐ I want to develop skills that can transfer to garment construction ☐ I want to learn how to use a sewing machine

YEAR 8 | Digital Photography	Checklist
What you learn ... Students are introduced to digital techniques of photography. Field trips are taken in order to explore photography outside of the classroom. Students learn to use a range of digital cameras, understanding their features and settings. Students learn the techniques of composition, lighting, and using a camera successfully. Photoshop is used to develop and enhance photographs. Students will need their own digital camera and USB to save photos. Where possible, cameras may be available to be borrowed from the school library. Keeping notes and recording all work during the course of study is essential. **What you produce ...** You will create a presentation of a final folio of work in an exhibition held at school. **How are you assessed...** **Thinking Processes: Creativity** Students will find creative solutions to design problems encountered as they explore the photographic software and produce a portfolio for assessment. **ICT for Creating:** Students will use ICT to manipulate photographic images they have developed in order to evaluate their final inclusions in their portfolio, which is submitted for assessment. **ICT for Visual Thinking:** Students use a range of ICT editing tools, editing functions that support the organising, and representing of visual images. Students apply, retrieve and modify information for new situations. They may use sound, still and moving images as part of the process. They constantly evaluate their problem solving ideas through the creative program they are using.	☐ I enjoy looking at photographic art ☐ I like taking photos ☐ I am interested in using ICT to enhance my photos ☐ I want to develop skills in editing and saving photos ☐ I want to learn about the composition of great photographs

YEAR 8 | Hold Fast Cafe	Checklist
What you learn... Students will investigate a range of café menus and design menus suitable for a one off, 'pop up café' in the Bayview Street campus atrium. They will develop skills and knowledge about meal planning,seasonal foods and shopping. They will investigate ways to enhance the presentation of food and develop food service skills. **What you produce...** Students will use a range of ingredients and processes to develop and produce recipes that follow a café menu: breakfast, light lunches and sweet treats. They will apply their skills to run the Hold Fast Café for staff and students over one lunch time towards the end of the semester. ***A fee of approximately $70 will be charged to cover food*** **How you are assessed...** **Design problems:** Students' creative thinking is assessed in their participation in the planning of and evaluation of the Hold Fast Café. **Investigation:**Participants will experiment with a variety of food presentation techniques. **Thinking Processes**: Students will be required to keep a folio of all recipes, investigation and design work and modifications to products. **Analysis and Evaluation:** Students are asked to use self-evaluation to reflect on their work processes and on their finished food product.	☐ I enjoy cooking ☐ I like to present food attractively ☐ I am interested in learning more about planning menus ☐ I want to develop my knowledge about food service ☐ I want to learn more about current food trends

YEAR 8 | Marine Biology	Checklist
What you learn... Marine Biology deals with a broad range of marine- based topics from marine adaptations to reproduction and ocean purification systems. Students will get an opportunity to meet our local marine environments first hand on snorkel trips and other field trips and through hands-on activities. We investigate marine issues, marine habitats, animal behaviour and the structure and function of marine creatures. Upon conclusion of this subject students will have monitored the growth and reproduction of Brine Shrimp, developed an understanding of the internal biology of key marine species and unlocked the secrets behind Southern Australia's unique inhabitants found nowhere else in the world. **What you produce...** Students create a hatchery to grow, maintain and record the development of an aquatic species. **How are you assessed ...** **Thinking processes: Reasoning, processing and inquiry** Students investigate and give a class presentation on a marine issue of their choice. They will generate their own questions, explore a range of sources and focus on solving the problems raised in their inquiry. Students produce their own primary research data by monitoring the reproduction process of brine shrimp and recording their growth, development and husbandry. Students complete dissection reports demonstrating a clear understanding of the diversity of marine adaptations in relation to habitat. **Interpersonal learning: Working in teams** Students to work in a team to explore record and identify keystone species of the Jawbone Marine Sanctuary	☐ I enjoy exploring marine and coastal environments ☐ I want to learn more about organisms in the marine science room ☐ I would like to try snorkelling and underwater photography ☐ I want to learn more about being a Marine Biologist ☐ I care about the future of the Jawbone Marine Sanctuary

YEAR 8 | Outdoor Adventure	Checklist
What you learn... In Outdoor Adventure, students will recognise the importance of outdoor experiences through their personal, and social development. They will develop their skills of problem solving and decision making in a number of Outdoor Adventure excursions during the Semester. Student participation in a range of activities will also enable them to develop their ability to: ● Orientate maps, read a compass and complete an orienteering route ● Describe and discuss changing climates, variables and solutions ● Locate and select relevant information from sources and evaluate evidence ● Apply existing skills to new and more challenging activities such as snorkelling, surfing and horseback riding. ● Attend a week long camp at a Victorian Government School outdoor education centre. *A fee of approximately $580 will be charged to cover all excursions, camps and activities.* **What you produce...** Students will demonstrate their knowledge and creativity to produce a research assignment about an outdoor activity of their choice. Students will also research outdoor environments and present survival tips on specific settings. **How you are assessed...** **Thinking Processes: Reasoning, processing and inquiry** Students will be assessed on their research assignment as well as their participation in camps and excursions. Students are required to have high level organisation to maintain work in a portfolio which is assessed at the end of the semester. **Thinking Skills: Reflection, Evaluation and Metacognition** Students are required to work towards a performance within a group setting by completing a reflective blog that will help them explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions. They will be required to use vocabulary, specific to Outdoor Education when commenting on the activities undertaken in their blog and use images to support their thoughts and feelings.	☐ I enjoy being outdoors ☐ I like camping ☐ I am interested in trying new activities ☐ I want to develop skills in outdoor survival ☐ I want to learn how to organise a camping trip

YEAR 8 | School of Rock	Checklist
What you learn... This elective will focus on three major areas of the music industry: performance, songwriting and sound production. This unit is a great introduction for students who are interested in playing and writing their own music. The unit will provide students with an introduction to the music industry and a range of related skills. No musical instrument skill is necessary, only a love of music. Students rehearse and perform music working in small groups. They are able to choose an instrument from what is available at school (primarily voice, guitar, bass guitar, drums and keyboard) or bring in an instrument of their own. Students learn about microphones and to use the recording software. They can record their compositions either with their own band, or as a sound engineer recording another group of musicians. As the producers, students are responsible for making all the various elements come together –musicians, singers, recording, songs, arrangements, songwriting, sound production and the performance. **What you produce ...** A recording of original or arranged music. A performance. **How you are assessed...** **Thinking Processes: Creativity** Students are required to use industry standard software to record and mix rehearsals and performances. This will allow students to experiment with innovative ideas and generate solutions to any creative problems that arise. **Thinking Processes: Reasoning, processing and inquiry** Students are required to create a recording of their band. Students at this level are expected to show their planning and research processes throughout this project and to document how they review information and refine their ideas. **Thinking Processes: Reflection, evaluation and metacognition** Students are required to work towards a performance within a group setting by keeping a log book that will help them explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions. They will be required to use specific terms to discuss their thinking, select and use thinking processes and tools appropriate to particular tasks, and evaluate their effectiveness.	☐ I enjoy music ☐ I like song writing ☐ I am interested in how the Music industry operates ☐ I want to develop skills in Music ICT ☐ I want to learn how to produce a professional recording

YEAR 8 | Gothic Fiction and the Modern World	Checklist
What you learn... This elective will focus on the study of Gothic Fiction in classic texts such as Mary Shelley's *Frankenstein* and Edgar Allan Poe. Through contemporary films, such as the work of Tim Burton, and modern interpretations of classic fairy-tales like *Beauty and the Beast*, *Maleficent* and *Alice in Wonderland* we will investigate the continuing influence of Gothic narratives. Students learn and practice the language of literary analysis, including how to analyse selected passages and to make connections between texts, times and genres. Students learn how to write in critical, investigative and detailed forms. Students will also improve their speaking skills alongside their critical thinking abilities. **What you produce...** A short close analysis of a text Text-response paragraph writing An investigation and oral presentation **How you are assessed...** **Thinking Processes - Analysis and Evaluation:** A close analysis of an excerpt from a classic Gothic text (either poetry or narrative) Analytical paragraph writing on a gothic film study An investigation into a contemporary text with Gothic influences and an oral presentation report on your findings	☐ I enjoy reading ☐ I like writing or poetry ☐ I want to engage with a variety of different texts ☐ I am interested in delving deeper into literary texts ☐ I want to develop higher order thinking skills in English through Literature ☐ I want to learn how to analyse or close-read texts