Year 7
Course Guide 2016
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INTRODUCTION

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 2016. If you have any queries about future courses please contact the Director of Curriculum.

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 Ibis Lodge, the College’s camp situated on the Banksia Peninsula. This opportunity allows students to get to know each other and build positive relationships and a sense of community whilst developing skills in the outdoors and outdoor pursuits.

All year 7 students are part of a Peer Support Group which 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, homework 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 throughout the year 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 and tests across the year level. 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 or Deputy Head of Middle School to discuss the matter immediately.
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.

Core subjects
The following subjects are compulsory for all students:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Equivalent 80 minute sessions per fortnight</th>
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<tbody>
<tr>
<td>English</td>
<td>6</td>
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<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Geography/History</td>
<td>5 (one semester each)</td>
</tr>
<tr>
<td>Food Technology</td>
<td>2 (one semester only)</td>
</tr>
<tr>
<td>Critical Thinking (Philosophy)</td>
<td>2 (one semester only)</td>
</tr>
<tr>
<td>Languages Other Than English</td>
<td>4</td>
</tr>
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<td>Visual Arts</td>
<td>3</td>
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<tr>
<td>Sport/Sport Skills</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Head, Heart and Soul</td>
<td>2 (one semester)</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2 (one semester)</td>
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</table>

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

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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
The year 7 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; 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 to speak clearly and coherently
• read fluently and with perception
• understand how a library works
• be confident using a dictionary and thesaurus
• appreciate a variety of literature, including popular culture
• begin newspaper reading

Content
Texts form the basis of study. *English Skills Builder Book 1* will be used throughout the year to develop skills in grammar, spelling, punctuation and vocabulary.

Term 1  *Wonder* by RJ Palacio

Term 2  *The Deadly Flu* by Kerry Greenwood

Term 3  *Red Dog* (film study)

Term 4  *Things a Map Won’t Show You* (short fiction and poetry collection)

Learning and Teaching Methods
The treatment of texts can be varied each term to allow diversity in individual responses from students and varied teaching approaches by individual teachers.

Oral work: class discussions, group work, individual talks, reading aloud, Dr N G Fary Public Speaking Competition.

Written work: students are encouraged to try different styles such as narrative, autobiography, instructional writing, informative writing, persuasive writing, analytical writing, imaginative writing, poetry and dialogue.

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

Assessment
• A variety of short and long writing exercises in different genres
• Oral work in varied settings
• Collaborative work
• Common Assessment Tasks each term
FOOD TECHNOLOGY

Aims
Food Technology at year 7 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 learn food preparation skills and time management.

Content
Topics covered in this unit include:

- Practical food skills and knowledge, which involves planning, food preparation, time management, and safe use of equipment and appliances, and food hygiene:
  - simple meals: using vegetables, fruits, cereals and meat
  - baking: sweets, pastry, biscuits and cakes
  - 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

The subject is one semester long and is allocated two periods per fortnight. Students undertake a variety of practical tasks that serve to reinforce nutrition knowledge gained throughout the course whilst also developing food preparation skills.

Learning and Teaching Methods
- 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
GEOGRAPHY

Year 7 Geography is a one-semester long course and provides opportunities for students to gain an introduction to geographical knowledge, understanding, inquiry and skills. The skills and knowledge covered in year 7 provide a basis for future studies in Geography and focus on both physical and human components of Geography. The scope and sequence for years 7 to 10 Geography ensure a breadth and depth to the course that will allow students to study the subject at the senior level.

As part of the course students will undertake both practical and theoretical tasks that focus on applied knowledge. The geographic concepts of space, place, interconnection, change, environment, sustainability and scale are used to tie the units of inquiry together.

Aims
This 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:

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 management for a water system

Settlements: This unit challenges students to assess the factors that determine why people choose to settle in different locations. Students to question why Australians live where they do, what are lifestyle locations, where their ideal settlement would be, what a livable city is and more specifically, what are the features of Hampton that encouraged people to the area and how is it changing?

A fieldwork experience will occur during the semester at which point students will travel to Hampton and surrounds to investigate the developments that have occurred in the local community and their possible future implications.

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
HISTORY

Aims
Year 7 History is a one-semester long subject and involves 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. The scope and sequence for years 7 to 10 History ensure a breadth and depth to the course that will allow students to study the subject at the senior level.

Content
Students examine how historical evidence is found, the role of archaeologists, the differences between primary and secondary sources, and the concept of time. The history of St Leonard's College is introduced, and students study a variety of sources to compare life for a student at St Leonard's College in the 1900s with their own experiences today. Students then examine a number of ancient societies such as Rome and China, examining 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
French: Students learn to greet friends and family. They ask about friends’ names, nationalities, places of residence, and languages spoken. In semester two they learn how to talk about their family, friends and pets. They learn colours, how to describe peoples’ appearance and clothing, and how to give opinions and discuss their likes and dislikes. They learn the numbers up to 100 and are thus able to give their age, telephone numbers, do simple sums, and tell the time. Videos and project work introduce them to France and French-speaking countries. Students also participate in the Alliance Française Poetry Competition.

Spanish: The course 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, and holidays. Students learn about the many Spanish-speaking countries located in Latin America, Europe and Africa, and their cultures. The grammatical points studied include gender and number of nouns, prepositions, articles, possessive adjectives, adjective agreement and verbs.

Chinese: There are two pathways in year 7 Chinese - beginners and continuing Chinese. Beginners Chinese caters to students with no prior learning of Chinese language and script. Continuing Chinese is designed for students who have some background in the learning of Chinese, and is not designed for native speakers. Both courses use the overarching theme of ‘China everyday’ to introduce or enhance students’ knowledge of Chinese. The beginners 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. The continuing stream focuses on the use of spoken and written Chinese in a range of contexts, as well as beginning to use a range of spoken and print sources to explore the topics of family, home and hobbies.

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
• viewing 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 homework exercises
• Assignments
• Tests
MATHEMATICS

Aims
The first two years of secondary mathematics are designed to promote student awareness of the importance of mathematics in everyday life, and build confidence in making effective use of students’ mathematical knowledge and skills.

Content
This course develops knowledge and skills through the study of the three strands: number and algebra, measurement and geometry, and statistics and probability. Specifically, units include directed number, algebra, decimals, equations, whole numbers, lines and angles, fractions, perimeter, linear graphs, percentages, area, volume, probability, and statistics. Students learn to apply their knowledge in the above areas to analyse, investigate and solve problems in a variety of situations. They also learn to communicate mathematical ideas and make effective use of calculators and iPad technology.

Learning and Teaching Methods
Students will learn through explicit teaching, using manipulatives, conduction investigations, exploring open ended questions, and applying skills to real life problems. Other classroom activities will include number and logic puzzles, problem solving, using mathematics specific apps and online resources, and construction activities.

From term 2 an enrichment group operates for students requiring extension, as determined by performance in assessments during term 1. This group covers the same course 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
Assessment is based on common classroom tests in each topic together with homework tasks, projects and problem solving activities. Student’s results together with teacher observations are used to determine the mathematics groups for year 8.
MUSIC

Year 7 students participate in practical music classes to develop their musicianship skills. All students learn either an orchestral instrument or voice. Students are encouraged to take private lessons in addition to the year 7 music program. All orchestral musicians who also take private lessons will be members of the Philharmonic Orchestra, which rehearses every Monday after school until 4:30pm. All other year 7 students will be required every second Monday until 4:30pm.

Aims
This course aims to introduce students to the reward and self discipline involved in studying a musical instrument or singing. It will develop an awareness of the skills required for successful membership of an ensemble., and aims to develop music reading and aural skills. Students will work towards a number of ensemble performance opportunities during the year.

Content
Students will work in an ensemble setting for music classes and develop their skills in tone production and tuning. Through the practical application of learning an instrument or being a member of the vocal group they will develop their music reading skills expand their knowledge of the symbols and terminology involved in the language of music. Students will develop their aural skills and complete theoretical exercises. They will gradually develop a repertoire of pieces for performance that demonstrate a range of musical styles.

Using this information as a guide, students make a selection from the following options for Music:

1. Philharmonic Orchestra
This group is for students who have been learning an orchestral instrument and are continuing with private music lessons (either within or outside St Leonard’s College). These students will be experienced in their instrument and fluent in reading music notation. They will work together in an ensemble class to extend their performance and musicianship skills. Orchestral instruments include violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, French horn, euphonium, tuba and percussion. It is suggested that woodwind, brass and percussion students also consider joining Concert Band, which rehearses after school on Wednesdays until 4.45pm.

2. Established musicians
This is a mixed instrumental group for students who are continuing to learn an orchestral instrument from the year 6 program, but are not taking private lessons. An instrument will be available for hire.

3. Vocal group
This group is offered to students who are taking private singing lessons and those continuing from the year 6 vocal group.

4. Apprentice group
This group is for beginner musicians who will choose from the following instruments: violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, euphonium, tuba or orchestral percussion. Tuition will be given in small groups and an instrument will be available for hire.

Learning and Teaching Methods
Students learn as part of a balanced ensemble, developing a range of skills as appropriate for their instrument or group. Performance goals are set throughout the year and students are expected to implement a regular home practice routine at least five times each week to support their learning in class. 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 individual performances in class. They will also be assessed on their contribution to the class ensemble. Music reading and aural skills will be assessed regularly.
CRITICAL THINKING (PHILOSOPHY)

In Critical Thinking, students are trained in the use of a range of powerful reasoning tools, which have been developed by philosophers and logicians over the last two millennia. A student who has mastered these tools will never see the material studied in other subjects, or the world in general, in quite so superficial a way again.

**Aims**
Through this course students will begin their development of a range of skills and dispositions that will prove invaluable across the entire school curriculum. These include the ability to analyse and evaluate arguments, to discuss difficult topics with peers in a constructive and respectful manner, and to find new ways of looking at persistent problems. Students who undertake the International Baccalaureate Diploma Programme in years 11 and 12 will gain great advantage from the critical thinking and inquiry skills taught in this subject.

**Content**
The course starts at ground level and gradually builds students’ skills in meaning analysis and argument analysis and evaluation. Techniques and skills covered include:
- The interpretation of non-literal uses of language
- The analysis and evaluation of dictionary and other more specialised definitions
- The transformation of informally stated arguments into ‘standard form’
- The use of symbolic logic to represent the underlying structures of statements and arguments
- The application of analysis and evaluation skills to arguments from a range of subject areas

**Assessment**
Students will be assessed on their performance in a series of meaning and argument analysis quizzes, their participation in group inquiry sessions and class debates, and a number of written or filmed dialogue tasks.
HEALTH AND PHYSICAL EDUCATION

Aims
Health and Physical Education (HPE) aims to develop and apply students’ motor skills to game scenarios, aquatics and athletics. Students will develop an understanding of and appreciation for physical, mental and social health, and will learn to work together in teams and small groups.

Content
Students have two periods of HPE per cycle and sessions will either be classroom-based (health principles) or practical (active sessions). The health sessions involve discussion on the components of health (physical, mental and social), identity and feelings, exercise-related health and National Physical Activity Guidelines, nutrition, and growth and development. During HPE practical sessions, the health-related topics and values will be reinforced.

Students will undertake six specific practical units:

Invasion games: students learn techniques and tactics using small-sided games, linked to basketball, netball, handball and tchouk ball.

Striking/fielding games: students learn techniques and tactics using small-sided games, linked to softball, baseball, rounders and cricket.

Net/wall games: students learn techniques and tactics using small-sided games, linked to table tennis, bat tennis and badminton.

Aquatics: students learn techniques specific to survival, life-saving and stroke development (freestyle, backstroke and breaststroke).

Athletic activities: students learn techniques associated with the principles of throwing, running and jumping.

Movement skills: students develop movement skills associated with dance, cheer and gymnastics.

In addition students will 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
Reporting is based on teacher observations and interaction with students during classes. The focus is on techniques and tactics during games, level of participation, interaction with peers and teacher, organisational skills, level of discussion, and oral and written tasks.
HEAD, HEART AND SOUL

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 these 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, silence and meditation

Contemporary and historical aims include:
• To understand the history and the structure of the Bible
• To understand the origins, beliefs and philosophies of the Jewish faith and how it relates to those of the Christian faith
• To understand the nature of ethics and morals in relation to Judeo Christian understanding
• To learn about the practical application of Christian love and care through charity, development and justice organisations, like The Salvation Army and World Vision

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 are explored, and students examine creation stories from several other religions. Students then examine several Old Testament stories, including Abraham, Sarah, Isaac, Jacob, Joseph, Moses and the Ten Commandments, 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 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, homework, participation in group work and class discussion, and research projects.
SCIENCE

Aims
Science education develops students’ abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way that science is applied and how scientists work in the community, and helps them to make informed decisions about scientific issues, careers and further study.

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
• develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
• communicate scientific understanding in appropriate scientific language to a range of audiences

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
• life and living – characteristics of life, classification and ecology
• physical world – forces
• natural and processed materials – mixtures, solutions and particle model
• Earth beyond – cycles and resources, seasons and eclipses

Learning and Teaching Methods
Student learning activities endeavour to recognise the student as an individual. Delivery of concepts and assessment of student learning occurs in a range of ways, which endeavour to provide all students with the opportunity to experience success and achieve to the best of their abilities. A variety of learning activities occur at St Leonard’s College including:
• research, library, internet, journal and practical based assignments, projects, tasks and investigations
• class, group and individual student discussions and presentations
• digital simulations, data-logging, Lego Dacta, and other digital based activities
• the use of puzzles and activities, which promote and mesh creative and logical thinking
• role plays, drama, creative compositions (poetry, songs, models, etc)
• various types of home learning activities
• guest speakers and excursions to scientific places of interest
• thinking about ways to solve problems and come up with potential solutions
• applying the principles of scientific method to problems and challenges
• note and data recording and collection
• formatting and manipulation of data, results and other information
• comprehension, discussion, interpretation and analysis of data, articles and other information
• self and class tests and examinations

Assessment
A range of tests, experiments, investigations and projects are used which will examine the skills of collecting and using information through observation, measurement, experimenting, interpretation and problem solving.
SPORT/SPORT SKILLS

Aims
School 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 from each season, with participation in the preferred sport and grade based on numbers and ability.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>Softball</td>
<td>Basketball</td>
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<td>Volleyball</td>
<td>Hockey</td>
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<td>Tennis</td>
<td>Cricket</td>
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<td>Soccer</td>
<td>Softball</td>
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<td></td>
<td>Table Tennis</td>
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<td><strong>Winter</strong></td>
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<tr>
<td>Netball</td>
<td>Football</td>
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<td>Basketball</td>
<td>Soccer</td>
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<td>Hockey</td>
<td>Tennis</td>
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<tr>
<td>Table Tennis</td>
<td>Volleyball</td>
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St Leonard’s also enters large teams into the ACS Athletics, Swimming, and Cross Country carnivals. Regular training occurs for all of these teams, particularly in blocks leading up to the event.
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. They will explore techniques and processes used by different artists, identifying and connecting specific features and purposes of visual artworks from contemporary and historic times. Students will design and create art in two and three-dimensional forms, giving due consideration to the exhibition and audience of their work. Students will undertake three areas of study per semester.

Content
The program for year 7 consists of the following media:
- Drawing
- Painting
- Printmaking
- Ceramics
- Sculpture
- Creative Journaling

Workbook
Students are required to bring their workbook to each class to complete ongoing research, design and development journaling tasks. Their journal must be kept neat and up-to-date and collect documents or images given by the teacher in an organised manner. The journal will also be used for completing homework, sketching, experimentation, annotation of processes and ideas, and designing original ideas for their artworks.

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 by the artist to create this work and its 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. Students will maintain a record of their visual analysis and other researched images of inspirational artworks in their workbook.

Learning and Teaching Methods
Students are immersed in a comprehensive learning experience in this subject area. Exploration of aesthetic, conceptual and technical skills and processes are fundamental to their personal experience and creative expression. Students 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

The Visual Arts encourage the growth mindset of all students. Existing skills and creativity are recognised through formative assessment practices. These are extended through a variety of experimental exercises in each of the areas of study as they work towards honing specific technical skills and processes. Teacher-guided student inquiry enhances these practical experiences to help each student realise their fullest potential in creative expression and practice.

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.