



**Year 7 and 8**

*Curriculum Guide*

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**2025**



**KOROWA**  
ANGLICAN GIRLS' SCHOOL

# Express Yourself!

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ENGLISH

LANGUAGES

DRAMA

VISUAL ARTS

MUSIC

DANCE

## KOROWA VALUES YOUNG PEOPLE AS INFLUENCERS

Young people want to make a difference, to address real issues and seek to influence today's decision making at a community and political level. Possessing strong communicative skills and the ability to effectively use technology as a conduit of communication will be vital.

Whilst the advent of technology has enhanced awareness of issues, many young people are not sure how to actively and effectively leverage media which often results in armchair activism where they may simply just agree or share information. We believe young people can be effective communicators and collaborators to create a positive influence about issues they are passionate about.

There are an array of subjects and signature programs which allow students to develop their communication skills and build confidence to be a leader.

# ENGLISH

## **What is the role of storytelling in our lives?**

The study of English is about storytelling: how do stories help us to make sense of ourselves and our world? What do they reveal about the human experience?

In Year 7 and 8 English, you will explore a range of texts and discuss ideas about the human experience that transcend time and place. You will develop your analytical skills, your ability to consider different perspectives, and your ability to think critically and form your own opinions.

You will also create your own texts in a range of forms—creative, persuasive, analytical and multimodal—and learn to express your ideas clearly and confidently.

# LANGUAGES

*A different language is a different vision of life. (Federico Fellini)*

## **Why does learning languages open doors to other people and other cultures?**

Selecting to study two of the four languages on offer, Chinese, French, German and Japanese, ensures you are well placed to engage in a highly globalised world where travel, trade and international cooperation are key activities.

Throughout Years 7 & 8 you have the opportunity to build a strong foundation in these two languages. You gain confidence as communicators in another language and begin to develop an understanding for the language learning process, through the five essential linguistic skills of reading, speaking, listening, writing and viewing. Studying cultural differences enhance your intercultural understanding which is an important part of being a connected, globalized citizen. Interacting in another language opens your world literally and figuratively.



Communication.  
Collaboration.  
Creativity

# VISUAL ARTS

## Year 7

**How do we as artists and designers use visual conventions to create art or design works?  
How do artists and designers use visual conventions to communicate their ideas and messages?**

Students are introduced to the terminology relevant to art and design and use them to direct their own work throughout the year. Students develop their drawing and painting skills, processes and techniques in their visual diary and through the creation of a tonal painting, where they work collaboratively.

Students learn about the fundamentals of design. The design unit entails an exploration of the design process and specific computer software programs to bring their ideas to life.

## Year 8

**How do we as artists visually respond to the world around us?**

This course explores how artists take inspiration and respond to the natural world. Through the study of ceramics and print making students will engage and create artworks that reflect the natural world we live in. Ceramics is an ancient art form that has been used by artists for thousands of years to create sculptures and functional forms as well as contemporary times.

Students will be looking at the foundations of ceramic construction, using pinch and coil techniques to create vessels and sculptures inspired by nature. In printmaking, students are introduced to the art of linoprinting. Students design in their visual diary a linoprint inspired by the natural world. They learn how to produce a linocut and the process of printing and editioning their images. Students further develop their analytical skills through exploring the ceramics and prints of established artists.

# MUSIC

Music education fosters creativity, greater communication skills, improved confidence and self-expression while enhancing health and wellbeing. Neural pathways are developed which enhance brain function. Music promotes teamwork and collaboration, within a culture of tolerance and acceptance. Music is also important in and of itself. There is nothing else like it!

Each student's existing skills will be expanded through a range of ensemble performance opportunities including specific ensembles for wind and percussion, strings and voice. These ensembles are facilitated through a weekly timetabled Friday Ensemble class. Through these practical activities, students continue to develop their musicianship, with skills in notation being developed according to their individual level of experience and the instrument or instruments being played. All students will learn musical language which will allow them to compose and respond to music from different cultures, using the Elements of Music in the semesterised classroom music program..

# MATHEMATICS

## **Does Mathematics empower us to make sense of the world around us?**

Mathematics subjects support, challenge and enable you to explore your potential and, through a level of curiosity and satisfaction, develop a liking of the subject.

### **Year 7**

In Year 7, mathematics is designed to challenge all learners by catering for individual differences, whilst learning in mixed ability classes. Each topic provides challenge problems to assist you in developing problem-solving skills. Assessments cover basic understanding of facts and skills, and extends into higher-order thinking with analysis style questions requiring a compilation of those and previously acquired skills.

### **Year 8**

Mathematics follows a similar structure to that of Year 7, but topics are more complex and are underpinned by additional rigour. Each topic provides challenge problems to assist development of problem-solving skills. You continue to learn in mixed ability groups. Assessments cover basic understanding of facts and skills, and this extends into higher-order thinking with analysis style questions requiring a compilation of those and previously acquired skills.

# SCIENCE

### **Year 7**

Students transition into a more specialised study of science. They are introduced to some of the fundamental concepts found in biology, chemistry and physics. In addition to developing their capacity to think abstractly, students develop their practical skills through investigative experiments and begin to apply their understanding to real world problems in order to develop engineered solutions.

### **Year 8**

Students study real world phenomena at a more microscopic level. As they continue to explore biology, chemistry and physics, students are introduced to the processes which result in tangible, measurable effects. Experiments and investigations take on a more quantitative form as students begin to evaluate accuracy and precision while continuing to critique and refine the solutions they develop.



# Knowledge Architects

Knowledge architects are visionaries who interrogate the lessons of both past and present to imagine and ultimately build a better future for all. Since ancient times, students of the Humanities have been at the forefront of our most complex and important debates about issues of social, cultural, economic, ideological and political significance. History and Geography are core subjects that are studied for a semester each by all students. Through these subjects students develop transferable skills which are highly sought after including the ability to write, argue and research.

## GEOGRAPHY

### Year 7

Year 7 Geography covers Water Scarcity and Liveability consisting of two units:

**Water in the world** explores the uses, forms, and scarcity of water as a renewable resource, emphasizing environmental concepts and hazards. Case studies from Australia, Asia, and West Asia/North Africa are included.

**Place and liveability** focuses on factors influencing liveability, such as services and facilities in different places, and encourages students to evaluate and improve their own local environment. The curriculum integrates geographical knowledge, understanding, inquiry, and skills in a context-specific manner.

### Year 8

The Year 8 Geography curriculum consists of two units:

**Landforms and landscapes** explores geomorphology, focusing on the processes shaping landforms, cultural values, hazards, and landscape management. Case studies from Australia and around the world are used.

**Changing nations** investigates population distribution changes and urbanization, examining the economic, social, and environmental impacts. It compares Australia with the United States, explores internal migration in Australia and China, and addresses issues related to urban management. The curriculum integrates geographical knowledge, understanding, inquiry, and skills in a context-specific manner.

## HISTORY

### Year 7 History Mysteries and Ancient Civilisations

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

### Year 8 Introduction to Ancient Civilisation, Medieval Europe and the Black Death

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

# A Lifetime of Wellness

Developing and maintaining a healthy lifestyle is vital in today's modern world. Crafting sustainable solutions with a low impact on the earth is a priority in our program development. Creativity, collaboration, communication, problem finding and solving are all characteristics of subjects that sustain a healthy lifestyle. Programs establish healthy habits, routines, nutrition and wellbeing strategies which last a lifetime while building resilience, comradery and collaboration.

## PHYSICAL EDUCATION

### Why is physical movement and an understanding of our health so important in everyday life?

Behaviours that contribute to health and wellbeing are encouraged in Physical Education. Movement focuses on challenges and opportunities for students to develop the physical skills that are needed to competently and confidently participate in various physical activities. A major focus within Year 7 and 8 Physical Education is developing leadership and communication skills to enhance teamwork and gameplay.

#### Year 7

Students will participate in practical lessons to develop the aforementioned skills which focus on the topics Track & Field, Court Striking, Swimming, fundamental movement skills of Throwing, Catching and Kicking, and Indigenous games.

#### Year 8

Students will participate in practical, strategic-based activities which focus on Track & Field, Striking & Fielding, Swimming, Net & Wall, Invasion Games and Creative Games.

## HEALTH

### Why is learning about health, safety, and wellbeing important for young people?

Health education helps students take positive actions to support their own and others' wellbeing. In Years 7 and 8, students explore how relationships and various influences shape beliefs, attitudes, and behaviors. They learn strategies to access health information and services, covering topics such as puberty, gender identity, mental health, and nutrition. A key focus is on understanding risks and developing skills to make informed decisions for a healthy lifestyle.

#### Year 7

Students will learn about topics such as puberty, sun and water safety, first aid, nutrition and leading healthy lifestyles.

#### Year 8

Students will learn about topics such as gender identity and sexuality, mental health including positive coping and social and emotional wellbeing, and risk taking behaviours.

## FOOD STUDIES

### Year 7

#### How can I work efficiently, collaboratively and safely in the kitchen?

Year 7 Food Studies is an introductory unit where you explore the essentials of the kitchen. The unit invites you to consider a world beyond cupcakes where you can learn to utilise the full capabilities of the kitchen. You will learn how to use a range of different equipment and experiment using both wet and dry methods of cookery to create nutritious meals. Along with working collaboratively with your fellow classmates and learning to manage time, you will engage in experiences to tantalise the senses.

### Year 8

#### How do I know what I should eat?

Year 8 Food Studies explores the different meals that people eat across the day with a focus on the importance of healthy eating. You will extend your understanding of the importance of eating a balanced diet from the five food groups and will create a range of healthy menu items. In addition to critically reflecting on the vast array of food information available you will design healthy meals and analyse the sensory properties of food. We continue to develop time management, communication and collaboration skills and we work in teams to create meals.

# Express Yourself!

## DANCE

### Year 7 Community Dance

**How can Dance deepen our connection to each other, the school community and the world we live in?**

Students will learn about the fundamentals of range of dance styles, techniques and safe dance practices involved in performing and teaching movement. Students will begin to understand the application of safe dance practices as they move in the dance space independently and with others, and investigate dance styles from around the world, and how movement can be a universal form of communication across different cultures and spaces. Students will also given the opportunity to showcase their devised dance pieces and choreographic works at various performance events throughout the year.

### Year 8 Collaborative Dance

**How can the performing arts industry help to connect and lift wellbeing in a community?**

Students will explore the idea of community dance performance. They will learn that movement has purpose and how to explore and create an expressive intention through the development of group and individual choreography. Students will undergo a series of choreographic workshops with industry professionals to understand choreographic processes, so that they can apply selected techniques to their own work. This unit will allow students to develop the ability to collaborate with your peers through the creation of a unique community dance project, as a means for sharing and appreciation of the performing arts. Through this creative process, students will learn to project and time manage, collaborate, choreograph, rehearse, refine and seek feedback for improvement on your performances.

## DRAMA

### Year 7 Oh the Melodrama & Physical Theatre

**Are the conventions of Melodrama and Physical Theatre outdated or do they have a place in theatre today?**

Throughout Year 7 Drama you will explore the dramatic styles of Melodrama and Physical Theatre and their associated conventions. These immersive units of work will allow you to develop your ability to communicate with clarity and confidence. You will learn to work collaboratively, contribute ideas and listen to others with sensitivity. Get ready to develop your artistic and imaginative potential. You will explore scripts and devise theatre that will open up your perspectives and understanding of society across time periods, through the power of theatre! By the end of Year 7 Drama, not only will you be expressive communicators but resourceful problem solvers.

### Year 8 Get Back to the Land & Scripted Performance

**How can Drama act as a vehicle to advocate respect, understanding and reconciliation with First Nations Australians and other cultures through engaging with their art and stories?**

Get back to the land is an explorative unit of work that develops your skills to devise theatre from a given stimulus material inspired by First Nations Australians' Artwork, People and Culture. Through process and devised drama, you will explore and develop ideas and issues around sustainability, caring for Country, and centering the voices of Traditional Owners. This unit will encourage you to consider various viewpoints and perspectives pertaining to First Nations Australians. You will learn to combine elements of Drama to develop and express your connections to country and culture, and related issues, ideas, and themes. Students will also perform a scripted Shakespearian play as a class, working together to unpack the script and language, workshoping ideas in how to stage it for performance. Each student will take up a role within the play but also a role in one of the key production areas such as lighting, sound, direction, costumes and sets. This is an exciting unit of work that culminates in a full day play festival where all classes share their class plays.



# CRIPPS SUBJECT SUMMARY

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Visual Arts

Chinese

Health

Dance

Drama

English

Food Studies

French

Geography

German

History

Japanese

Mathematics

Music

Physical Education

Science

