

**WODONGA**  
MIDDLE YEARS COLLEGE

# SUBJECT INFORMATION

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## 2024



# COURSE OVERVIEW - YEAR 7

## YEAR 7 GUIDELINES

- Students study 8 subjects each semester and follow a common curriculum throughout their core classes of CARE, English, Health & Physical Education, Humanities, Mathematics and Science.
- Students gain additional experience by rotating through the specialist fields within The Arts, Languages, and Technologies and experience subjects that are then offered as specialist electives in Year 9.

### Year-long Subjects:

- Period 1
- English
- Health & Physical Education
- Humanities
- Mathematics
- Science

### Semester-long Subjects:

- Product Design & Technology
- Food and Fibre
- Indonesian
- Performing Arts (Music and Drama)
- Visual Arts
- AVID

# COURSE OVERVIEW - YEAR 8

## YEAR 8 GUIDELINES

- Students study 8 subjects each semester and continue a common curriculum throughout their core classes of CARE, English, Health & Physical Education, Humanities, Mathematics and Science.
- Students gain additional experience by rotating through the additional fields within The Arts, Languages, and Technologies and experience subjects that are then offered as specialist electives in Year 9.

### Year-long Subjects:

- Period 1
- English
- Health & Physical Education
- Humanities
- Mathematics
- Science

### Semester-long Subjects:

- Product Design & Technology
- Food and Fibre
- Indonesian
- Performing Arts (Music and Drama)
- Visual Arts
- AVID

# COURSE OVERVIEW - YEAR 9

## YEAR 9 GUIDELINES

- Students study 8 subjects each semester and continue a common curriculum throughout their core classes of CARE, English, Health & Physical Education, Humanities, Mathematics and Science.
- In Year 9 students have an opportunity to choose 2 subjects of particular interest per semester - totaling 4 units of study for the year.
- Students must select 2 subjects from each specialist area (Art and Technology) per semester. Unless students opt to study a Language.
- To provide the best opportunity for success within the Languages, students are offered whole-year immersive opportunities and must therefore study these subjects for 2 semesters.
- Students studying a Language are to choose 1 other subject from each specialist area (Art and Technology).

### **Core Group Subjects** (Compulsory, year-long subjects within home groups)

- Period 1
- English
- Health & Physical Education
- Humanities
- Mathematics
- Science

# COURSE OVERVIEW - YEAR 9

## The Arts:

- Drama
- Media Arts
- Music
- Visual Arts

## Technology:

- Automotive
- Design Technology
- Food Culture
- Food Technology
- ICT
- Mechatronics
- Textiles
- Woodwork

## Languages (Year-long Subjects):

- Indonesian



# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## PERIOD 1 - YEARS 7 TO 9

The Period 1 program is a student support and advocacy program that aims to promote the school values and improve the wellbeing of all students within the College. Students will build respectful relationships while exploring their academic aspirations within a supportive learning environment. They also engage in learning experiences through participation in elements of The Resilience Project.

The Period 1 program focuses specifically on developing the individual. It offers opportunities to engage in learning about:

- Positive Behaviour Supports
- Interpersonal relationships
- Organisational strategies
- Cybersafety
- Mindfulness
- Goal setting and tracking
- Career Pathways

## INDEPENDENT READING PROGRAM - YEARS 7 TO 9

The Independent Reading Program aims to foster lifelong readers who will build their confidence and passion for a variety of text types. Students will develop their comprehension skills through explicitly taught comprehension mini lessons that target the three stages of 'Reading with Purpose'.

Through choosing 'Just Right' texts, students get to have direct input into the materials that they engage with in the classroom. With the support of their Independent Reading teacher, students will reflect on their present reading skills and set goals for their reading journey.

By participating in the Independent Reading Program students will:

- Practice decoding and comprehension strategies
- Practice and reinforce vocabulary
- Practice reading for fluency
- Think critically about texts
- Enjoy reading for extended periods of time

**Independent Reading Homework** - To support your child's growth, students are expected to read independently for 30 minutes each night.



# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## ENGLISH - OVERVIEW

The three English strands covered in Years 7, 8 and 9 include Language, Literature, and Literacy.

## ENGLISH - YEAR 7

Students will focus on:

- Developing skills in critical reading, comprehension, questioning, interpretation, speaking, listening, persuasive writing and creative writing
- Developing knowledge, understanding, and skills in listening, reading, viewing, speaking and writing.
- Expressing ideas and opinions and participating in oral presentations on a variety of topics.
- Analysing and responding to a range of texts.

## ENGLISH - YEAR 8

Students will focus on:

- Knowledge, understanding and skills in listening, reading, viewing, speaking, and writing.
- Interpreting, creating, evaluating, and discussing a wide range of texts, including newspapers, film and digital texts, fiction, non-fiction, poetry and multimodal texts.
- Investigating themes and novel study.
- Developing writing skills such as text essays and comparative essay writing.

## ENGLISH - YEAR 9

Students will focus on:

- Knowledge, understanding and skills in listening, reading, viewing, speaking, and writing.
- Interpreting, creating, evaluating and discussing a wide range of creative, persuasive and informative texts. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry and multimodal texts.
- Linking to future demands of the English program at Wodonga Senior Secondary College.

# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## MATHEMATICS - OVERVIEW

The use of technology is an integral part of the Mathematics program. Students work with Essential Assessment, an online mathematics program, which provides learning support and reinforces mathematical skills and concepts taught in class. This also assists with targeting content specifically to students' learning needs.

## MATHEMATICS - YEAR 7

The Year 7 Mathematics program provides students opportunities to develop mathematical knowledge and strategies to assist them with real-life problems. Students will work across the strands of Number and Algebra, Statistics and Probability and Measurement and Geometry, developing the skills to think, reason and work mathematically. Students use the online mathematics program, Essential Assessment, and will also use a selection of activities from Maths 300; these activities focus on collaboration and problem-solving techniques.

The topics students will explore include:

- Number and Place Value
- Real Numbers (including fractions and decimals)
- Money and Financial Mathematics (including 'best buys')
- Patterns and Algebra
- Linear and Non-linear Relationships
- Using Units of Measurement (including surface area and volume)
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation





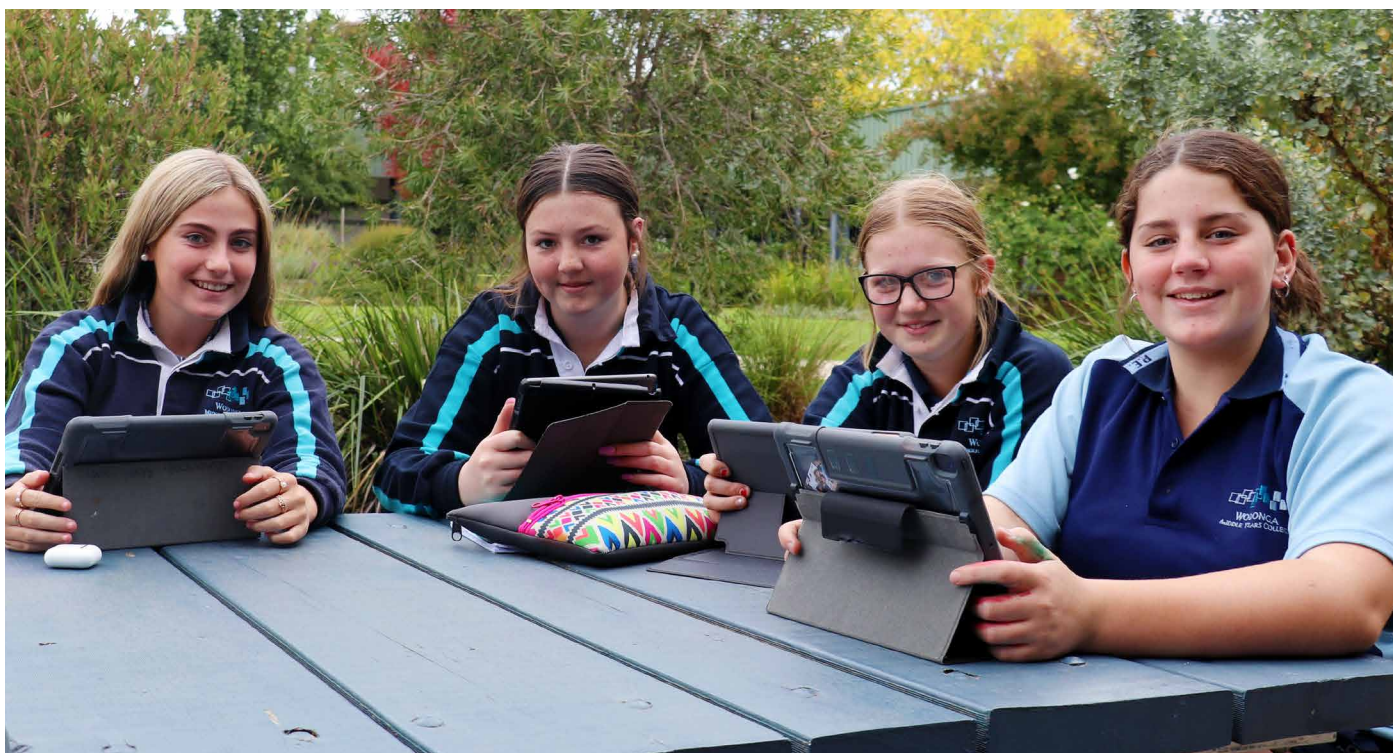
# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## MATHEMATICS - YEAR 8

The Year 8 Mathematics program builds on the content taught the previous year and continues to provide students opportunities to develop mathematical knowledge that can be applied to real-life situations. The Mathematics strands of Number and Algebra, Statistics and Probability and Measurement and Geometry, will be taught each semester. Students use a combination of Maths 300 activities which focus on collaboration and problem-solving techniques, as well as the online mathematics program Essential Assessment.

The topics covered include:

- Number and Place Value
- Real Numbers (including fractions and decimals)
- Money and Financial Mathematics (including 'best buys')
- Patterns and Algebra
- Linear and Non-linear Relationships
- Using Units of Measurement (including surface area and volume)
- Geometric Reasoning
- Chance



## CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## MATHEMATICS - YEAR 9

The Year 9 Mathematics course provides students with challenges and the opportunity to use their mathematical knowledge and reasoning to solve problems. Tasks vary in complexity and are targeted to meet the different needs of the individual learners. Students use the online mathematics programs, Essential Assessment.

The topics students will learn include:

- Real Numbers (including index laws and scientific notation)
- Money and Financial Mathematics (including simple interest)
- Patterns and Algebra
- Linear and Non-linear Relationships
- Using Units of Measurement (including surface area and volume)
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation



# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## SCIENCE - YEAR 7

At the beginning of the Year 7 Science program, students are introduced to science in the laboratory. They become familiar with scientific equipment, while learning about safety requirements involved in conducting practical investigations such as scientific observations.

Topics students will study include:

- Circle of Life - examining classification and ecosystems
- Enough Water Fit for Drinking - investigating water, separating mixtures and precious resources
- Science of Toys - investigating forces and simple machines
- Earth and Space - studying astronomy and our solar system

Students will also learn scientific inquiry skills throughout each of these units.

## SCIENCE - YEAR 8

The Year 8 Science curriculum aims to develop greater observational skills and encourage participation in scientific investigations.

Students explore a range of science concepts and develop inquiry skills in the following topics:

- States of Matter
- Earth Systems and Geology
- Energy
- Cells
- Elements and Chemical Reactions
- Sound and Light
- Body Systems

Students also learn scientific inquiry skills and have opportunities to design and carry out their own scientific investigations.



# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## SCIENCE - YEAR 9

In Year 9 Science, students continue to explore scientific concepts and build on the inquiry skills they have developed in previous years.

The topics students will investigate include:

- Atoms and Elements
- Electricity and Electromagnetism
- Body Systems
- Dynamic Earth
- Chemical Reactions (including studying acids and bases)
- Ecosystems
- Heat and Energy Transfer

As part of the assessment process, students will participate in a range of practical investigations, providing written reports on their learning, as well as other tests and projects. Students also have an opportunity to design and carry out their own scientific investigation to further develop their inquiry skills.



# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## HUMANITIES - OVERVIEW

The study of Humanities aims to encourage students to investigate and think critically about the world in which they live, including our interconnection with the environment and the framework of society and culture. In line with the Victorian Curriculum, the study of Humanities at WMYC falls under the four areas of study:

- Geography
- History
- Civics and Citizenship
- Economics

## HUMANITIES - YEAR 7

In Year 7 students study a variety of topics including:

- Australian Federation and the Constitution - students learn about the Australian government, constitution and election process. Students participate in a class census and run their own election campaign.
- Ancient Histories including a specific focus on the history and culture of Indigenous Australia, Ancient Rome and Ancient China.
- Economics, including a focus on consumerism, budgeting and creating a business plan for the workplace setting.
- Geographical forms and features with a focus on the changing nature of landforms and landscape, including completing a case study of the Hume Weir.

## HUMANITIES - YEAR 8

During Year 8, students will complete study from the following areas:

- Exploring history with a focus on Medieval Europe, Japan and the rise of the Shoguns, as well as the Spanish conquest of the Americas.
- Examining Geography with a specific investigation into Place and Livability and Changing Nations.
- Researching select topics from historical, geographic and economic perspectives.

# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## HUMANITIES - YEAR 9

While completing the Year 9 program students undertake in-depth studies including:

- Exploring how human wellbeing is impacted by geographic and economic factors
- Investigating the development of the modern world from 1750 to 1918 within the context of the Industrial Revolution
- Examining the evolution of Australian culture, history, and politics, and comparing the perspectives of European Settlers and the First Australians in these processes

## HEALTH - OVERVIEW

The Health program evolves with each year level, according to the needs of the developing students. Focus will be given to understanding physical and emotional changes during adolescence, identification and application of harm minimisation strategies surrounding alcohol and other substances, along with sexual and mental health.

## HEALTH - YEAR 7

The aim of Year 7 Health is to cover key areas in human development and give the students an introduction to some of the content covered in future years.

Key areas for Year 7 Health include:

- Adolescence
- Puberty
- Body Image
- Nutrition
- Harm Minimisation (Smoking)



# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## HEALTH - YEAR 8

The aim of Year 8 Health is to further develop student knowledge and understanding on a broad range of health topics.

Key areas for Year 8 Health include:

- Harm Minimisation (Alcohol)
- Relationships and Sexuality
- Mental Health (Body images and self-esteem)
- Bullying
- Lifestyle Disease

## HEALTH - YEAR 9

The aim of Year 9 Health is for students to explore a range of health-related issues and make informed decisions about their own personal health and wellbeing in the future.

Key areas for Year 9 Health include:

- Sexual Development and Reproduction
- Harm Minimisation (Illicit Drugs)
- Mental Health
- Stress and Relaxation
- Nutrition



# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## PHYSICAL EDUCATION - OVERVIEW

Physical education is a core subject in Years 7, 8 and 9. The year level programs are sequentially built to empower individual students to develop their skills sets in all sports. Through the program they will be increasing their ability to engage in a variety of sports by building leadership qualities, teamwork, strategic thinking and knowledge of sports.

## PHYSICAL EDUCATION - YEAR 7

Physical Education focuses on students building teamwork skills and improving fundamental motor skills through movement and games.

- Fundamental Motor Skills (Fitness Testing)
- Athletics
- Soccer
- AFL
- Hockey
- Badminton
- Tennis
- Basketball
- Minor Games



# CORE (COMPULSORY) SUBJECT DESCRIPTIONS

## PHYSICAL EDUCATION - YEAR 8

The aim of Year 8 Physical Education is to extend the students' knowledge and skills base further with the inclusion of some more obscure sports. Students will engage in SEPEP programs for each sport, giving them the opportunity to participate in a range of roles in a sporting context.

- Cricket
- Athletics
- Badminton
- Netball
- Basketball
- Soccer
- Soft Ball
- Volleyball
- Minor Games



## PHYSICAL EDUCATION - YEAR 9

The aim of Physical Education at Year 9 level is to refine student's sport specific skills by engaging with a variety of sports and activities. Students will continue to participate in SEPEP programs for each sport with further opportunities to develop their leadership skills.

- Train to Perform (Fitness Testing)
- Athletics
- AFL
- Basketball
- Volleyball
- Netball
- Recreational Games
- Soccer
- Minor Games





# SPECIALIST SUBJECT DESCRIPTIONS

## THE ARTS

Students are given the opportunity to study a variety of Art subjects at Wodonga Middle Years College. In Year 7 and 8 students will engage in all Art subjects to better understand what specialist subject they will choose in Year 9.

Students will require different materials for each subject depending on what course they are immersed in.

All students will work towards participating in The Arts Festival, school performances and productions, as well as the end of year Exhibition of Excellence which celebrates works across the Arts, Technology and Languages.

## VISUAL ARTS - YEAR 7

Introduction to the techniques and skills required for 2D and 3D art. Students work on building knowledge around the Elements and Principles of Art, they will explore and express their ideas through the presentation of work that is theme based. Through experimentation, development and practice, students create art that demonstrates skills and creativity.

## VISUAL ARTS - YEAR 8

Progressive development of skills required for 2D & 3D art. Students will develop their creativity and imagination incorporating prior knowledge and skills around the Elements and Principles of Art. They will extend their painting, drawing, printing and sculpting skills. They will document their progress and learning through a Visual Arts diary.

## VISUAL ARTS - YEAR 9

Introduction to the techniques and skills required to 2D and 3D art. Students work on building knowledge around the Elements and Principles of Art, they will explore and express their ideas through the presentation of work that is theme based. Through experimentation, development and practice, students create art that demonstrates skills and creativity.



## SPECIALIST SUBJECT DESCRIPTIONS

### PERFORMING ARTS (DRAMA) - YEAR 7

Students explore various performance styles, where they collaborate with their peers to make and shape an ensemble performance. Students review the work of their peers as they experiment and shape their own dramatic pieces. This subject is very active, and students have a lot of opportunity to work with their peers and develop their skills together.

### PERFORMING ARTS (DRAMA) - YEAR 8

Students experiment with a range of activities, designed to improve and develop their performance skills. They explore various theatrical styles and develop their expressive skills and understanding of drama. Students will experiment with improvisation, role plays and characterisations.

### PERFORMING ARTS (DRAMA) - YEAR 9

Students will explore and develop their expressive skills; namely voice, body language and gesture. They will experiment with improvisation, role play and characterization, all of which build confidence in performance, and will work toward an ensemble piece. They will explore different theatrical styles and stage craft elements and will experience and review an external performance. This subject is great for building social skills and resilience as well as presenting a career pathway to many future opportunities in the performing arts.



### PERFORMING ARTS (MUSIC) - YEAR 7

Students study basic music theory and definitions. They investigate the qualities of sound, how these qualities are used in movie compositions and program music and how sound is created. Students have practical work learning a piece of popular music and forming a rock band.

# SPECIALIST SUBJECT DESCRIPTIONS

## PERFORMING ARTS (MUSIC) - YEAR 8

Students explore a wide range of musical styles using a variety of genres, complete simple listening analysis, compose and perform their own music and research the history of instruments and modern musical styles. Basic musicianship will be introduced to facilitate practical work. Assessments will include: a music project, musicianship and participation in practical work. There will be a practical component in the subject involving the Concert Band and/or Rock Band.

## PERFORMING ARTS (MUSIC) - YEAR 9

Students develop confidence and strategies to perform in front of an audience. Students participate in group performances, play an instrument or participate as a backup vocalist or percussionist. Students record their work in a recording studio and are assessed on their performances, journal and musicianship. It is recommended, but not compulsory, that students who elect to undertake this unit have studied a musical instrument. At the end of the semester, students perform for the school to showcase their abilities.



## MEDIA ARTS - YEAR 9

Students incorporate prior knowledge, imagination and creative skills around genre, film making and digital manipulation. They will base their learning around media and its influence on culture and society. Student will focus on developing their processing and analytical skills through project-based learning and the creation of a digital portfolio.



# SPECIALIST SUBJECT DESCRIPTIONS

## LANGUAGES

Students are given the opportunity to study both Indonesian and Japanese at Wodonga Middle Years College.

In Year 7 and 8 students will study Indonesian for a semester that will include both language and cultural learning.

Proficiency in a second language can improve career prospects and help foster social and economic benefits for Australia in the fields of tourism, education, international law, commerce, education and sport. Students who speak a foreign language can have greater employment opportunities both in Australia and overseas.

### INDONESIAN - YEAR 7

Students study Indonesian; fostering a knowledge of different cultures and introducing the basics of each language. Students experience varied activities such as language games, art and craft and cultural events.

### INDONESIAN - YEAR 8

Students will learn to speak and write in Indonesian. They will discover interesting cultural aspects of everyday life in Indonesia. Students will learn about current events in Indonesia - including school life, travelling, food and the environment. Students will use on-line language learning platforms, learning logs and games to consolidate their classroom work.

### INDONESIAN - YEAR 9 (FULL YEAR OF STUDY RECOMMENDED)

Students will learn and develop the skills to share information about personality traits and potential careers, customs and etiquette, popular culture, religion and the environment. Additional topics of study may also include women's rights and East Timor. They also learn to act confidently and competently comprehend spoken and written Indonesian and basic grammar. There is revision as well as continuation of work previously covered.

# SPECIALIST SUBJECT DESCRIPTIONS

## AVID - YEAR 7 & 8

AVID is a new specialist class for students in year 7 and 8 to participate in. Running for one semester in each year level, students in AVID will develop post-secondary educational aspirations, career awareness and a host of Writing, Inquiry, Collaboration, Organisation and Reading skills. Students in the AVID programme will:

- Develop and enhance key educational skills such as organisation, note-taking, time management, study skills and personal accountability.
- Participate in individual and group task scenarios to develop independence and collaborative skills.
- Extend their learning beyond the classroom and into the wider school community.
- Foster connections with local TAFE and University campuses.



# SPECIALIST SUBJECT DESCRIPTIONS

## TECHNOLOGY

### OCCUPATIONAL HEALTH & SAFETY

Technology workshops have health and safety issues that need to be identified and managed effectively. In order to manage and minimise the risk to students, students need to accept a role in this process. Personal protective equipment such as safety glasses, and closed leather footwear is required by all students participating in practical activities in the school workshops. This is a Department of Education and Training requirement. In specific cases, the teacher responsible may provide additional items of safety equipment that students will be expected to wear as instructed.

### FOOD AND FIBRE - YEAR 7

Students will gain an understanding of safe and hygienic food preparation and cooking methods. Students will learn preparation techniques with a focus on following recipes and applying correct measurements to achieve success in a wide variety of products including slices, muffins, burgers, stir-fries, salads and pasta dishes.

Students will also develop their skills in hand stitching and use of textiles materials and equipment and investigate the fibre to fabric process. Students will be required to design, produce and evaluate their own products according to specific criteria.

### FOOD AND FIBRE - YEAR 8

Students will further build on their knowledge and understanding of safe and hygienic food preparation and cooking methods. Students will learn preparation techniques, cooking processes and the properties of food as well as kitchen safety and food hygiene skills. Course content focuses on the different food groups and healthy eating models, equipping students to produce products that meet various nutritional needs.

Students will also continue to learn about fibres and fabrics through the exploration of a range of textiles materials and equipment. Students will learn basic machine sewing construction skills.

Students will be required to design, produce and evaluate their own products according to specific criteria.

# SPECIALIST SUBJECT DESCRIPTIONS

## PRODUCT DESIGN & TECHNOLOGY - YEAR 7

Students are introduced to a wide range of product design and productions skills across the learning areas of Mechatronics, Metal and Plastic, and Woodwork. Students gain an understanding of different product design and production skills through undertaking project based practical tasks designed to introduce students to the correct use of a range of hand tools, machines tools and electric tools.

Industry standard Occupational Health and Safety practices are discussed and observed in this subject.

Students will be required to design, produce and evaluate their own products according to specific criteria.

## PRODUCT DESIGN & TECHNOLOGY - YEAR 8

Students will increase their knowledge of product design and production skills through undertaking a number of practical projects across the learning areas of Mechatronics, Metal and Plastic, and Woodwork. Students will learn about combined systems and electrical units as well as the correct use of a range of hand tools, machines tools and electric tools.

Industry standard Occupational Health and Safety practices are discussed and observed in this subject.

Students will be required to design, produce and evaluate their own products according to specific criteria.





# SPECIALIST SUBJECT DESCRIPTIONS

## AUTOMOTIVE - YEAR 9

Students learn about automotive and electrical systems through a largely investigative 'hands on' approach. Course content includes workshop safety, vehicle operating expenses, motor vehicle safety and investigating different operating systems. Students use a range of hand tools, power tools and use analysing and testing equipment to test, operate and control automotive and auto-electrical systems.

## DESIGN TECHNOLOGY - YEAR 9

Students learn about a range of processes used to shape and join metals, plastics, and associated materials. Processes covered may include hand tools, power tools, machine tools, lathe, mill or drill, welding-oxy, arc, resistance or spot welding and sheet metal working. Initial projects will focus on basic skills and will build toward a design and problem-solving approach that will consolidate and extend on these skills. Industry standard Occupational Health and Safety guidelines will be discussed and observed during all practical work.

## FOOD CULTURE - YEAR 9

Using the theme of Australia's Food Timeline; students will build on their skills and knowledge of grilling, baking, poaching, steaming and frying to create popular and nutritious snacks, main meals and desserts. Students will complete design tasks reimagining popular meals and menus.

Course content focuses on different cuisines and cooking techniques. The products that are designed and produced in this subject are guided by the Australian Dietary Guidelines. The subject also incorporates the key competency areas of cultural diversity and sustainability.

Students will be required to design, produce and evaluate their own products according to specific criteria.



# SPECIALIST SUBJECT DESCRIPTIONS

## FOOD TECHNOLOGY - YEAR 9

Students will build on their food preparation skills and further develop their knowledge of creating healthy meals to suit a range of dietary needs and lifestyle choices.

The students will explore where their food influences come from. They will learn how to plan, prepare and produce nutritious healthy meals. They will also investigate different ways to adapt meal plans and produce food that considers ethical, sustainable, medical, cultural and lifestyle needs. This will be done using the Australian Dietary Guidelines.

Students will be required to design, produce and evaluate their own products according to specific criteria.

## ICT - YEAR 9

This subject will connect students with the key knowledge and skills they will require if they would like to pursue information technology as a hobby or career. It will focus on three concepts that lie at the heart of most digital designs: using data to solve problems, using networks to send and manipulate data and information, and using code to create a basic program. Students will need to be prepared to be challenged in their understanding and development of content within the online world.

## MECHATRONICS - YEAR 9

Students explore robot mechanisms, electronic sensors and design concepts used in automating processes found in today's modern society. Students use a range of hand tools and workshop equipment to carry out practical activities and conduct advanced testing on electronic circuits designed to develop and reinforce principles and concepts introduced during the program.





# SPECIALIST SUBJECT DESCRIPTIONS

## TEXTILES - YEAR 9

Students will investigate the properties of a variety of fibres and fabrics. They will learn to read and follow patterns as they further develop their skills using textiles equipment through the practical application of several skills including patchwork, appliqué, synthetic dying and machine construction techniques. Both hand and machine embroidery techniques will be studied. Students will be introduced to the concept of slow fashion and the different ethical and environmental impacts of the textiles industry. Students will undertake sewing for a charity of their choice as their major project. Students will be required to design, produce and evaluate their own products according to specific criteria.

## WOODWORK - YEAR 9

Students design and produce a small project, such as a table, chair or occasional piece of furniture. This involves an investigation of needs and design involving sketches, drawings, cutting list, procedure plan and construction of the products. This work involves the production of dimensioned diagrams of their own design and working drawings.



# NORTH EAST SCHOOL OF PERFORMANCE & ART

## NESPA

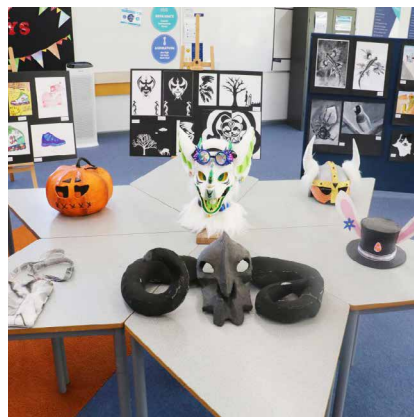
NEPSA strives to create opportunities for students interested in the Arts; Music, Drama, Visual Arts and Dance to follow a pathway through Wodonga Middle Years College and Wodonga Senior Secondary College that will enable them to experience success in the Arts whilst at school and beyond.

At Wodonga Middle Years College we offer a specialist NESPA class stream that aims to group like minded students to enable them to express their artistic flair in a supportive environment.

NESPA stream students:

- Complete all CORE subjects to ensure a well-rounded education.
- Are encouraged to choose 2 Arts electives (Music, Drama, Media Arts, Visual Arts).
- Are encouraged to participate in extra curricula Arts opportunities.
- Will have the opportunity to be involved in WMYC production and WSSC production.
- Will be encouraged to take Music tuition and ensemble membership.
- Excursion opportunities to: exhibitions, performances and/or workshops.
- Application to be a part of the NESPA program is via application and follow up interview.

You can learn more about the program by visiting the NESPA website:  
<http://nespa.wssc.vic.edu.au>





# ACTIVITY BLOCK

The activity block occurs during a select period, once a week, for all students and is a compulsory subject. Students can select from a range of engaging activities that occur both inside and outside of the College. The purpose of the activity block is to offer students the opportunity to pursue an area of interest, become involved in the wider community and have positive experiences outside of their regular classrooms. Students are to make new selections each term.

