

# SYDNEY BOYS HIGH SCHOOL



## Curriculum Handbook

Year 9 2024  
Year 10 2025

**A Subject Selection Information Meeting**  
for

**Year 9 2024**

will be held at 6:00pm via Zoom  
on Tuesday 5 September 2023

## **CONTENTS - INTRODUCTION**

It is compulsory for all students in Year 9 to study English, Mathematics, Science, Geography, History, Personal Development Health and Physical Education and Values Education. In addition, students must choose for study in Year 9 **TWO ELECTIVES**.

### **Elective choices offered in 2024**

Students must study **two** elective subjects from those listed below. Students may choose more than one elective from the same faculty area. Not all electives offered may run each year.

<b>Creative Arts</b>	Drama, Music, Music (Advanced), Photography and Digital Media, Visual Arts, Visual Design
<b>Human Society and its Environment</b>	Commerce
<b>Modern Languages and Classics</b>	Chinese (Mandarin), Classical Greek, French, German, Japanese, Latin
<b>Technological and Applied Studies</b>	Design and Technology, Graphics Technology

### **Early entry into HSC courses**

A number of opportunities may exist for students to commence the study of HSC subjects in Year 10. It may be possible to study one of the following HSC subjects in this way: Business Studies, Design and Technology, Geography, Modern History, Languages and Music.

Students would study the Preliminary Course in Year 10 2025 and the HSC Course in Year 11 2026.

Usually, students would only be allowed to study one accelerated subject and they must be able to demonstrate by means of a '*personal education plan*' how participation in the course will benefit them. To be eligible to participate in this program, students must demonstrate in their application form that they are above average in each of their current subjects throughout their Year 9 studies and meet other specific course requirements.

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*Two Year Course - Year 9 and 10 (Stage 5)***Course Description**

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, political, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community. Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers, citizens and business. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

**Compacting**

Compacting the curriculum delivers the content at a faster pace. Therefore, the Years 9 and 10 Commerce course is completed in one year (Year 9), rather than two years. In Year 10 students study school developed options that deliver enrichment and extension based topics leading to the senior school.

**Acceleration**

This will create the opportunity for a selected group of high achieving students to participate in an Accelerated HSC Business Studies program while in Year 10. Students continuing with the Commerce Program in Year 10 will benefit from a highly differentiated Commerce Curriculum covering in depth topics related to HSC courses in Economics, Business Studies, and Legal Studies. Extension and enrichment strategies will provide an increased awareness and understanding of relevant social issues and an excellent foundation for future study of these courses.

**Main Topics Covered**

<b>Year 9</b>	<b>Year 10</b>
1. Consumer and Financial Decisions ( <i>core</i> )	1. Our Economy ( <i>option</i> ) ➤ Differentiation – Economic Theory
2. Investing ( <i>option</i> )	2. The economic and the business environment ( <i>core</i> ) ➤ Differentiation – Business Plans
3. Promoting and Selling ( <i>option</i> )	3. Employment and Work Futures ➤ Differentiation – Accounting
4. Law and Society and Political Involvement ( <i>core</i> )	4. Law in Action ➤ Differentiation – Human Rights, Ethics, Corporate Law and Mock Trials
5. Class Option – Travel or Towards Independence	

**Particular Course Requirements**

Satisfactory completion of 100 or 200 hours of study in Commerce during Stage 5 (*Years 9 and 10*) will be recorded with a grade on the student's Record of Achievement. Although the study of Commerce in the Junior School is not a pre-requisite for Economics, Legal Studies or Business Studies in the Senior School, it does provide an introduction, and is of great use to all students irrespective of their future choices and intended career.

## Design and Technology

**Contact:** Ms R Dam

Design, fashion, media arts, engineering, software designers and technology professionals in today's creative marketplace require specialised knowledge and skills. In this elective of Design and Technology, our programs are tuned to the needs of these industries, and we focus on helping creative students maximise their talents, hone their skills and build their confidence as they prepare for their next big move.

*This subject leads into the fields of Engineering, Design or Computing Science as a career path.*

Design and Technology is the study of the design and production of man-made objects.

These objects:

- Must be for a recognised purpose that will solve human needs
- Can be products, systems or environments
- Must use acceptable scientific / engineering principles, materials technology and human resources
- Must be suitable for use by more than one person or be used in quantities
- Designs can be idea-led, technology-led, market-led, demand-led or design-led

Purpose of studying Design and Technology:

- Acquire understanding and expertise through the process of design and construction
- Awareness of society's technological development and its impact on the environment and society
- Opportunity to use a wide range of materials and equipment
- Help develop a logical thought process and develop senses
- Develop the ability to retrieve information and make critical value judgements

### Acceleration

This elective will create the opportunity for a selected group of high achieving students to participate in the Accelerated HSC course offered by the Industrial Arts Department: Design and Technology.

This subject focuses on the study of technology through design. It provides opportunities for students to:

1. Develop an understanding of a range of technological activities and their applications to the personal, commercial and industrial areas
2. Develop confidence and competence in the use of technological resources and processes
3. Design and construct solutions to given design briefs
4. Develop an awareness and appreciation of the impact of design and technology on the quality of life
5. Develop environmental and social responsibility in design and the use of technology

Due to the facilities available in this school, the main materials used are Timber and Plastics in the construction of various projects such as Chess Boards, Cabinet & Side tables, step ladders and the student's own designs in the Accelerated HSC Design and Technology Course. The non-practical component involves traditional and computer aided drawings of the project, management techniques and the use of application software in designing and representing the major project.

Those students who do well in this area of study may apply for a position in the Year 10 elective course called Robotics and Software Design and Game Design & programming. This course involved the use of robotics to solve human problems and the programming involved in the manipulation of these robots to achieve these goals and create and play computer games.

**General Description**

Drama in Stage 5 is a practical and experiential subject which develops playbuilding and performance skills using acting, voice and movement. Students learn improvisation and playbuild their ideas to create original group-devised performances. They write and perform their own scripts using different theatrical forms and conventions and engage with scripts from classic and contemporary plays. Students develop skills in collaboration and teamwork through playbuilding and creating group-devised performances. They cultivate individual strengths and gain confidence through performance, script-writing and design tasks. Students improve their writing through maintaining journal entries in a logbook and increase their awareness of drama in the wider world by attending live performances.

**Topics to be studied*****Elements of Drama***

Theoretical and practical exploration of the aspects of theatre and performance: tension, focus, space, role, contrast, symbol and mood.

***Improvisation***

The skill of spontaneous performance develops students' instincts for creating theatre that makes an impact on an audience through structured performance games, dialogue exercises and scene development. Improvisation is a fun and dynamic way to begin the Year 9 Drama course.

***Playbuilding***

Students learn how to devise group performances based on either a narrative or performance style format and work in groups to create short performances based on these models.

***Costume and Set Design***

Students learn the fundamentals of design and create costume and set designs for both scripted and self-devised plays.

***Performance Styles and History of Theatre***

A practical introduction to performance styles and conventions combined with research and practical exploration of a range of historical and living theatre movements: Ritual, Ancient Greek drama, Commedia dell'arte, Melodrama, Comedy, Realism and Australian Drama.

***Script Writing and Producing a play***

Students are given the opportunity of writing a script, casting, directing and designing it through the rehearsal process to final production.

All students can benefit from the skills-building activities practised in Drama. The course provides a structured approach through which students can interact with others and build their communication skills, confidence and self-esteem. Drama can give them the confidence to contribute to class discussions and give oral presentations. It provides an opportunity for students to channel their creativity and energy into goal-focused performance tasks.

**Pathways**

Opportunities abound for Drama students to audition for roles in co-productions and musicals with Sydney Girls High School, and to enter Theatre Sports competitions during Years 9 and 10, participating in our weekly Theatre Sports training sessions.

**Assessment – assignments, performances and projects.**

Students are assessed in both a formative and summative format through practical and written work. Performance skills are assessed individually also within the context of a group performance. Groups are assessed on their process, rehearsals and final performance. Students reflect on their learning in their logbooks. They are assessed individually on journal entries in their logbooks, research and writing tasks in a range of forms such as reviews. There is a balance between theory and practical tasks so that students who enjoy developing their performance skills are rewarded for their experiential learning.

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure applications. They engage in both manual and computer-based forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

The study of Graphics Technology will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They will learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

### **Acceleration**

This elective will create the opportunity for a selected group of high achieving students to participate in the Accelerated HSC course offered by the Industrial Arts Department, Design and Technology.

### **Knowledge, understanding and skills**

Students will develop knowledge, understanding and skills to:

1. Interpret, design, produce and evaluate a variety of Engineering and Architectural presentations using a range of manual and computer-based media and techniques
2. Use Engineering and Architectural conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based assignments
3. Select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information
4. Appreciate the nature and scope of Engineering and Architecture in industry and the relationships between this technology, the individual, society and the environment

### **In the Architectural drawing component, students will:**

1. Appreciate the influence of site, environment, materials, function, form and style on house design
2. Design floor plans and conceptual drawings of an 'Eco Friendly' house
3. Design plans for a warehouse conversion into a residential dwelling
4. Understand that architects create a variety of types of drawings when designing buildings

Those students who do well in this area of study may apply for a position in the Year 10 elective course called Robotics and Software Design. This course involves the use of robotics to solve human problems and the programming involved in the manipulation of these robots to achieve these goals.

## Languages (*Modern and Classical*)

The four modern languages and two classical languages offered at our school are **Chinese (*Mandarin*)**, **Classical Greek**, **French**, **German**, **Japanese** and **Latin**.

### Modern Languages

**Contact:** *French* – Ms J Cook, *German* – Ms C Eckmann,  
*Japanese* – Mr T Zheng, Ms R Fong,  
*Chinese* – Ms W Zhang, Mr T Zheng, Ms R Fong

In a world where foreign language skills are increasingly valuable, even essential in many high level careers ranging from the arts through economics to the sciences, students at Sydney High should not miss the opportunity of continued language study.

**Mandarin** is the national language of China and is widely used in political and economic circles throughout Asia. The ability to communicate in Chinese provides incentives for travel and for more meaningful interactions with speakers of Chinese, encouraging socio-cultural understanding between Australia and Chinese-speaking countries, and cohesion within the Australian community. For heritage speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Chinese language skills and understanding of their cultural background.

Our school usually offers two Chinese classes in Years 9 and 10 to cater for students with different language abilities (NB: subject to number of students enrolled in this course). New students are required to sit a placement test to determine the most appropriate level for them.

Learning **Japanese** is a fascinating and rewarding experience that can open up a world of opportunities. Not only is it a gateway to one of the world's most unique and fascinating cultures, but it can also enhance your career prospects. Whether you're interested in Japanese culture, anime, cuisine, or business, learning Japanese can help you achieve your goals and broaden your horizons.

**French** and **German** are pivotal European and world languages. Australia has important and expanding economic, political, and social contacts with France and Germany, both individually and through the European Community, as well as with the other areas where French and German are spoken. Both languages also have a rich literary and artistic heritage, making them a window into some of the world's greatest works of art, music, and literature. In addition, learning French and German can bring you more career opportunities, as many international companies and organizations operate in countries where these languages are spoken.

By the end of Stage 5, students would be able to manipulate the target language in sustained interactions with others to exchange information, ideas, and opinions. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in the target language or English to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences.

### Classical Languages

**Contact:** *Latin* – Ms D Burrow & Ms D Matsos,  
*Classical Greek* – Mr D Burrow

The cultures of Greece and Rome, together with that of the Hebrew, form the three great cornerstones of Western civilisation. They provide the intellectual, political, institutional, social, administrative and religious origins of Western culture.

In Year 9 **Latin**, students advance to Stage 5 of the syllabus using *The Cambridge Latin Course Book III* as a basis for their study. At this level, more complex linguistic structures are introduced which are further developed in Year 10, with *Books IV* and *V* of the course. By Year 10, students have already begun reading authentic literature and this groundwork prepares the students for their senior years of Latin studies, where they develop and refine their analytical skills through the study of classical literature from



authors such as Cicero and Virgil. The Stage 5 Latin course for Years 9 and 10 interweaves linguistic acquisition with cultural and historical strands, so that by the end of Year 10, students have attained a deeper knowledge not only of the way the Latin language works, but of the social, political and historical context of the Roman world.

**Classical Greek** assists in forming and refining students' historical and linguistic understanding of the inner structures of the culture and the language simultaneously. Furthermore, it allows the students to explore the uniqueness of this language which has defined the world of literature significantly.

In Years 9 and 10, **Classical Greek** students continue to work from *Athenaze* Books I and II, respectively. Additionally, in Year 10 students start working on authentic literature pieces, such as *Apollodorus' Library*, *Argonauts* and *Hercules and His Labours*, through which they explore in greater depth the Classical Greek mythology in a very rich work. In doing so, they further develop their appreciation for the rural and urban Classical Greek world. This development is accomplished through the thorough examination of all the political, social, institutional, intellectual, administrative, and religious aspects of the Classical Greek life. On the other side of the spectrum, the students explore more challenging grammatical structures and are exposed to passages that are more complex. The analysis of advanced units of work equips them with all the linguistic skills needed to progress steadily and prepares them to process pieces of authentic literature later in the course. Finally, the combination of historical and linguistic understanding should promote the development of sound comprehension and analytical skills.

Overall, appreciation for the Western civilisation will generate a greater understanding of the influence the Greek civilisation had on Australia's cultural identity.

#### **Language Continuers (Accelerated)**

Individual students have an opportunity to accelerate in languages at the discretion of the Head Teacher Languages and the teacher of the target language. Selected students must complete the Year 10 course as well as the Year 9 course while still in Year 9. They then move directly to the Preliminary Year 11 Continuers course.

The process of music education contributes to the total development of the student because, as an art form, music provides a medium through which students can express the relationship between feelings, the intellect and the imagination.

The mandatory topic is Australian music - a broad field which includes any of the following:

- Music for radio, film, television and multimedia
- Traditional and contemporary music of Aborigines
- Art music
- Jazz
- Popular music
- Impact of technology
- Role of improvisation

Two elective topics are chosen from each of the groups below:

Group 1	Group 2
<ul style="list-style-type: none"><li>• Baroque music</li></ul>	<ul style="list-style-type: none"><li>• Popular music</li></ul>
<ul style="list-style-type: none"><li>• Classical music</li></ul>	<ul style="list-style-type: none"><li>• Jazz</li></ul>
<ul style="list-style-type: none"><li>• 19<sup>th</sup> century music</li></ul>	<ul style="list-style-type: none"><li>• Music for radio, film, television and multimedia</li></ul>
<ul style="list-style-type: none"><li>• Medieval music</li></ul>	<ul style="list-style-type: none"><li>• Theatre music</li></ul>
<ul style="list-style-type: none"><li>• Renaissance music</li></ul>	<ul style="list-style-type: none"><li>• Music of a culture (<i>different from Group 1</i>)</li></ul>
<ul style="list-style-type: none"><li>• Music of a culture</li></ul>	<ul style="list-style-type: none"><li>• Music for small ensembles (<i>Group 2</i>)</li></ul>
<ul style="list-style-type: none"><li>• Art music of the 20<sup>th</sup> and 21<sup>st</sup> century</li></ul>	<ul style="list-style-type: none"><li>• Music for large ensembles (<i>Group 2</i>)</li></ul>
<ul style="list-style-type: none"><li>• Music for small ensembles (<i>Group 1</i>)</li></ul>	<ul style="list-style-type: none"><li>• Rock music</li></ul>
<ul style="list-style-type: none"><li>• Music for large ensembles (<i>Group 1</i>)</li></ul>	<ul style="list-style-type: none"><li>• Music and technology</li></ul>

All music students take instrumental/vocal lessons, and play/sing in at least one of the performance ensembles which cater for the gifted and talented. Music promotes social development, cultural awareness, personal resilience and self-discipline.

Students will be taught to use a range of technology available to them in the classroom for composing, performing, notating and reproducing music.

This curriculum provides students with a wide sphere of skills which give an entrée into many career opportunities e.g. performance and composition at many levels:

- Film industry
- Recording companies
- Advertising
- Theatre
- Community welfare

Students in the Music (Accelerated) class will complete the stage 5 course in Year 9 and will commence the Preliminary HSC music course in Year 10.

Pre-requisites for music acceleration into Preliminary course:

- Students must meet academic requirements set by the Principal
- Distinction average across all subjects/top 100 rank in Year 9 yearly report
- Year 9 yearly music results must be a minimum of distinction achievement
- Students are expected to be in at least **ONE** music ensemble

### **Photography and Digital Media Course 1: Introduction to Camera Craft and Film Making**

*Available to Year 9 and 10 students picking up Photography and Digital Media for the first time*

Photography and Digital Media plays a significant role in the curriculum. It provides specialised learning opportunities for students to understand and explore the nature of film making and digital media, recognised fields of artistic practice, conceptual knowledge and technological procedures. The course allows a smooth transition of Photography and Digital Media students into Visual Arts in Years 11 and 12. There is also an obvious advantage for students considering film as a major project in English Extension 2 or Drama.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate film and digital media in great depth and breadth. Students work with Adobe Premiere Pro, After Effects, and Audition.

The **film making** aspect of the course aims to give students an understanding of and practical experience in film-making, and in the vocation surrounding it. It also aims to give students an in-depth knowledge of a specific area of short film-making through workshopping, coursework and research projects.

Students will be assessed on their ability to take part in each of the roles required in the process of producing the class's own short films. Working as part of a crew, each student will develop skills essential within film making. These skills will involve:

- Principles of Script writing
- Visualising the Script
- Directing Actors
- Production Management
- Production Design
- Sequencing
- Sound Design
- Cinematography: Camera and Lighting Techniques
- Digital Cinematography
- Editing Principles
- Producing, Film Business, Marketing & Distribution
- Film Criticism
- Digital/Visual Effects

Potential student film projects include an autobiography, movie trailer, a surrealist film and Flickerfest Festival film. Assessment will be based on practical project work, topic quizzes, film analysis and reviews, research tasks and participation.

Students' filmic knowledge will become increasingly deep and comprehensive, multifaceted, more confident and insightful. The syllabus encourages students to become enthusiastic, informed and active participants and consumers in contemporary culture. It empowers students to engage in contemporary forms of communication and encourages the creative and confident use of Information and Communication Technologies.

Potential student film projects include an autobiography, movie trailer, a surrealist film and Flickerfest Festival film. Assessment will be based on practical project work, topic quizzes, film analysis and reviews, research tasks and participation.

Students' filmic knowledge will become increasingly deep and comprehensive, multifaceted, more confident and insightful. The syllabus encourages students to become enthusiastic, informed and active participants and consumers in contemporary culture. It empowers students to engage in contemporary forms of communication and encourages the creative and confident use of Information and Communication Technologies.

***Students will need to have a portable Hard Drive – preferably LaCie Rugged Mini 1TB***

**Photography and Digital Media Course 2: Film Making Advanced**

*Available ONLY to Year 10 students who have completed Photography and Digital Media Course 1: Introduction to Cameral Craft and Film Making in Year 9*

This Year 10 Extension course encourages students to deepen their knowledge in filmmaking and digital media. Group and individual projects are undertaken, which explore subjective, cultural and structural values and beliefs. The four short films they will create encourage cross-curricular themed projects to enrich understanding of course content and concepts in other Year 10 subjects.

During the production of all films, students work in teams and alternate their crew roles between director, scriptwriter, cameraperson, sound manager and editor. They extend their understanding of editing in Adobe After Effects and Premiere Pro. Professionally formatted film scripts, shot lists and storyboards are written for each project.

***Students will need to have a portable Hard Drive – preferably LaCie Rugged Mini 1TB***



## Visual Arts

**Contact:** Ms J May

The Visual Arts Stage 5 course offers students an exciting opportunity to continue experiencing and mastering a wide variety of art forms from painting to digital, sculpture to film. Visual Arts develops a student's creativity, intellectual and practical autonomy, reflective action, empathy, critical judgement and understanding. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings. It is vital for students to develop a sensory awareness, powers of visual expression and communication, an understanding of visual traditions and the potential to think and act creatively. Visual Arts provides a valuable background for all students contemplating any career where acute observation, critical analysis, brain-hand-eye co-ordination/dexterity and creative problem-solving are necessary.

The skills and knowledge taught and the values formed in Visual Arts will benefit those seeking a future in art and design-related industries and will also prepare students for vocational fields such as journalism, sociology, law, medicine and dentistry, by providing opportunities to develop their social and cultural awareness, observation skills, empathy and mental/manual dexterity. Students with a background in Visual Arts may have an advantage in other curriculum areas such as History and English.

There are three components to the Visual Arts course: practical, historical and critical.

Art Study incorporates Historical Traditions, Theory of Practice and Critical Study.

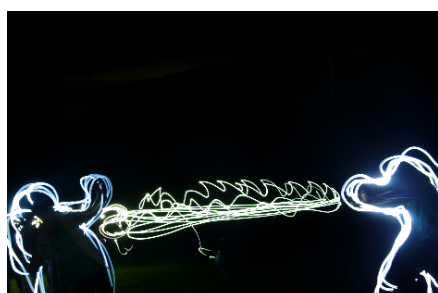
Practical activities are integrated with historical (*encouraging an understanding of the social cultural significance*) and critical study (*which develops the student's ability to respond to and appreciate works of art*).

Students will have the opportunity in Art Practice to explore:

- Digital imaging
- Painting
- Printmaking
- Drawing
- Sculpture
- Applied design
- Ceramics
- Film
- Cartooning
- Animation
- Installation
- Site specific art
- Studio photography



Elective Visual Arts students participate in master classes with practising artists and attend a three-day Year 10-11 Art Camp at Arthur Boyd's studio in Bundanon. The opportunity to work with artists in these practical master classes has been very popular and successful with students. The Visual Arts teachers believe it is essential to provide many opportunities for students to visit galleries and art events. We encourage students to take opportunities offered to them by other institutions such as National Art School. Students are taken to galleries annually.



Students are able to pick up Visual Arts in Year 10 and will join other students continuing from Year 9.



## Visual Design

**Contact:** Ms J May

This course provides students with opportunities to explore and understand the nature of good design practice, conceptual knowledge, technology, the role of the artist as designer and the value and meaning of visual design artworks in society and the role of the audience as consumer in these contexts.

Students will develop intellectual and practical autonomy, critical judgement, reflective actions and understanding of the field of Visual Design in the making and historical and critical interpretations of Visual Design artworks.

The Visual Design syllabus offers students a broad range of opportunities to develop particular and personal interests and to be life-long learners.

The knowledge, understanding, skills and values gained from the Visual Design Years 9-10 Syllabus assists students in building conceptual, practical and critical skills. These skills are highly regarded in relation to future employment as they demonstrate the ability of students to problem solve, critically evaluate their performance, articulate ideas, negotiate with a client and follow through on projects over an extended period of time.

Students will be given a series of design briefs:

<b>2024 Design Briefs (Years 9 and 10)</b>	<b>2025 Design Briefs (Years 9 and 10)</b>
<ul style="list-style-type: none"><li>• Graphic Design – Student Planner Cover design using Illustrator and PhotoShop</li><li>• Architecture – The Tree House</li><li>• Skate Desk and Street Culture – street art inspiration</li></ul>	<ul style="list-style-type: none"><li>• Graphic Design – Student Planner Cover design using Illustrator and PhotoShop</li><li>• Product design/Interior Design – Laser cutting design and lighting product</li><li>• Skate Deck and Street Culture – Street art inspiration or ceramics</li></ul>

Students will be able to:

- Appreciate and apply design principles such as balance, rhythm, form in their own work and that of other designers
- Develop a critical and aesthetic eye through the study of architectural and design works
- Master model making and architectural drawing such as perspective drawings, site plans, floor plans
- Understand and practice design principles by working to a client's design brief and justifying design concepts to this client
- Appreciate the development of architectural and design styles through history

Year 10 Visual Design and Art students may be invited to attend a three-day camp at Arthur Boyd's Bundanon, depending on numbers.

*While Visual Design does not continue in Years 11 and 12, students interested in pursuing a design oriented career such as architecture, landscape design, graphics, town planning and some fields of engineering are able to continue in Visual Arts in Years 11 and 12. The syllabus shares identical terminology, structure and concepts. Visual Arts is a recommended or preferred subject for architecture in several tertiary institutions (UTS and USYD).*



*Students are able to pick up Visual Design in Year 10 and will join other students continuing from Year 9.*