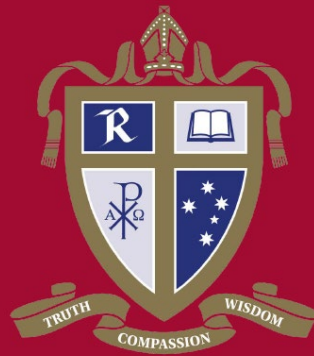




RADFORD COLLEGE

Years 7-8 Academic Subject Guide



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Year 7

Year-Long Subjects

- Chapel
- English
- Health and Physical Education
- Languages
- Mathematics
- Religious and Values Education (RaVE)
- Science
- Study Skills

One Each Semester

- Geography
- History

Selected Students

Skills Plus for the year instead of Languages

Rotation Subjects

Over Year 7 and 8 students will study twelve rotation subjects Creative Arts, Design and Technology, and Performing Arts. In Year 7 and 8 students will study six of the twelve rotation subjects available and study the remaining four (4) in Year 8. The rotation subjects available are:

Creative Arts

- Media Arts
- Visual Art

Design & Technology

- Digital Technology
- Food Technology
- Graphics and Design
- Textiles Technology
- Wood Technology

Performing Arts

- Dance
- Drama
- Music

Year 8

Year-Long Subjects

- Chapel
- English
- Health and Physical Education
- Languages
- Mathematics
- Religious and Values Education (RaVE)
- Science

One Each Semester

- Geography
- History

Selected Students

Skills Plus for the year instead of Languages

The final Trimester will also comprise of two streams of Technology and Arts: There will be some choice afforded to students for this trimester

Year 7: Year-Long Subjects



Year 7 English

Semester 1

Writing Focus: Journalistic and Analytical Media Focus: Digital Journalism Speaking Focus: Podcast

In this unit, students will complete:

- A study of writing with purpose and anecdote;
- A close study of short stories, focusing on character, theme, and setting;
- Analytical paragraph writing; and
- A grammar course online.

Semester 2

Writing Focus: Poetry, Descriptive and Analytical Writing Media Focus: Film Study

In this unit, students will complete:

- Descriptive writing based on an exploration of setting;
- Attend workshops led by a visiting writer in residence;
- Learn about poetry, revising techniques such as simile, metaphor, symbolism, allegory and functional grammar including direct speech;
- Learn how write an essay; and study a novel.



Year 7 Health and Physical Education

The Year 7 Health and Physical Education (HPE) curriculum is designed to enhance students' health, safety, and wellbeing across various settings, including classroom, leisure, social, movement, and online environments. In Semester 1, students focus on the benefits of physical activity and the interconnectedness of different health components. They learn how to take positive actions to improve their own and others' health. Semester 2 delves deeper into puberty and emotional health, exploring concepts such as emotional literacy, the impact of puberty, and strategies for maintaining positive relationships and emotional wellbeing.

Throughout the year, students develop a range of skills and knowledge. They refine help-seeking strategies to access and evaluate health and physical activity information and services. Additionally, students enhance their movement competence and confidence by developing specialized movement skills and understanding body control and coordination. The curriculum also emphasizes the cultural and identity-shaping roles of games, sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movements.

Students engage in various enrichment activities, including excursions and incursions, to complement their learning. The units covered include:

- **Practical units:** Fundamental Skills, Netball, Tennis, and Football Codes; and
- **Health units:** Physical Health, and Puberty and Emotional Health.



Year 7 Languages

Students select one language to study continuously for two years (Year 7 and 8).

Chinese

In this unit students will learn to:

- Greet and farewell their teacher and peers;
- Say their name, ask someone's name and introduce themselves;
- Give and receive simple instructions;
- Ask someone's age and answer when someone asks their age; and
- Ask and tell phone numbers;
Write using pinyin and some characters; and about the purpose and function of pinyin and strokes as well as their writing orders; and
Develop a cultural understanding of socialisation.

Script: By the end of the semester, students should have a comprehensive understanding of pinyin, tones, and strokes.

French

Students will learn to:

- Greet and farewell their teacher and peers;
- Say their name, ask someone's name and introduce themselves;

- Give personal information;
- Understand simple classroom instructions;
- Talk about their home, family, pet; and
- Share their likes/dislikes and preferences.

Japanese

Students will learn to:

- Greet and farewell their teacher and peers; give and receive simple instructions;
- Give a simple self-introduction;
- Ask where someone is from and say where they are from;
- Say their nationality;
- Talk about where someone's home is and where they live;
- Write using Hiragana, some Katakana and some Kanji, and about the purpose and function of these scripts.
- Cultural differences such as gestures; and
- Develop cultural understanding of socialisation.

Script:

Students should develop a comprehensive understanding of Hiragana, Katakana and some Kanji.

Spanish

Students will learn to:

- Greet and farewell their teacher and peers;
- Give a simple self- introduction;
- Understand simple classroom instructions;
- Talk about their home, family and pets;
- Share their likes/dislikes and preferences; and
- Understand Spanish festivals and celebrations.



Year 7 Mathematics

The Australian Mathematics Curriculum Frameworks are based around the six broad content strands: Number, Algebra, Measurement, Space, Statistics and Probability. The content taught in Year 7 is supported by Cambridge Essential Mathematics 7 and Mathspace and further resources at the teachers' discretion. Assessment in all classes is designed to measure the current level of achievement and to identify opportunities for growth. Topics include:

- Number and Indices;
- Patterns and Algebra;
- Geometry and Angles;
- Directed Number;
- The Number Plane;
- Geometry and Measurement of 2D and 3D Shapes;
- Decimals, Fractions, and Percentages;
- Algebra and Equations;
- Interpreting and Displaying Data; and
- Probability.



Year 7 Religious and Values Education (RaVE)

Religious and Values Education (RaVE) provides a space in the curriculum to encourage students to reflect on what they are learning elsewhere in a spiritual context. It allows students to make meaning of the College's ethos of "Truth, Compassion, Wisdom" and is delivered in a way which makes it accessible to all students.

Semester 1

Students are introduced to:

- The idea of Creation;
- What it means to be an Anglican School; and
- The origins of the College's Foundation Day.

Semester 2

Students continue to develop their knowledge of and reflect on:

- The story of Jesus' life and works;
- The basis for thinking that Jesus was a historical person;
- The value of service to others;
- The Judeo-Christian context;
- The contexts of other faiths; and
- The use of stories and the truths they contain.



Year 7 Science

Year 7 students delve into the complexities of scientific concepts, developing a deeper understanding of the natural world and its phenomena. Here's a summary of their learning outcomes:

- Understand and explain the organization of biological diversity;
- Represent and predict the impact of environmental changes on ecosystems;
- Model and explain Earth-sun-moon system cycles and their effects on Earth;
- Describe forces acting on objects and their effects;
- Apply particle theory to explain substance properties and separation processes;
- Communicate science's role in shaping viewpoints, policies, and regulations;
- Conduct safe, reproducible investigations to test scientific models;
- Address ethical issues and intercultural considerations in research;
- Utilize precise equipment for data generation and recording;
- Create appropriate data representations and analyze patterns and relationships;
- Identify method errors, unanswered questions, and evidence to support conclusions; and
- Construct arguments for or against claims based on evidence.



Year 7 Study Skills

Study Skills in year 7 focusses on organization, systems and work habits that are needed for students to transition to Secondary School. Areas of focus include cyber safety, collaboration and working towards goals.

Year 7: One Each Semester



Year 7 Geography

Students will learn how to ask and respond to questions in a geographically distinctive way by:

- planning inquiries
- collecting, interpreting, analysing and evaluating information
- suggesting responses to current issues and events occurring in the world.

Students will use the tools of the geographer to investigate the world around them by:

- locating places on maps using alpha-numeric, and latitude and longitude reference systems.
- learning the basic elements of maps and drawing maps to scale.
- developing their ability to use geographical language, tools, and conventions such as maps, diagrams, images and data to interpret and create representations of Australia's physical and human geography.

As prescribed by the Australian Curriculum, there are two units of study in the Year 7 Geography curriculum:

- Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued by different cultures and the ways water connects places as it moves through the environment.
- Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.



Year 7 History

By the end of Year 7 History, students will be able to explain why significant events in the world occurred in the past and the consequences that followed. They will be able to compare and evaluate different historical interpretations and perspectives of the same events and issues and draw conclusions about these. They will recognise that major events in the world happen as a result of people's actions and decisions. The Year 7 curriculum, The Ancient World, provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC - c. AD 650. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies with a particular emphasis on Deep Time Australia and including Egypt, Greece, Rome or China. This content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. These concepts may be investigated within a particular historical context to facilitate and understanding of the past and to provide a focus for historical inquiries.

History also encourages discussion and acquisition of knowledge about civics and active citizenship, such as decision-making in democratic societies and the nature and forms of governments.

Year 7: Selected Students



Year 7 Skills Plus

Skills Plus is an alternative pathway for students who require support for diverse reasons. These reasons could include (but are not limited to) the student:

- Having specific learning challenges/disabilities;
- Having social/emotional challenges; and
- Having medium- or long-term medical problems.

Skills Plus is delivered within flexible parameters, provides advocacy, and preserves access and equity through liaison with all concerned.

Skills Plus supports the development of thinking and communication skills as well as the personal and social well-being of the individual student according to individual needs.

Students will be provided opportunities to explore:

- Values education, current events/issues, life skills (such as social skills and team building skills)
- Specific Subject content support across the curriculum:
 2. Assignments: Assignments are clarified, modified, and scaffolded to ensure student success.
 3. Preparation for tests and examination: Assistance provided for note taking, revision structure, study techniques and scheduling.
 4. Time Management: Offer a range of tools and support that enables students to develop best possible time management strategies; and
 5. Additional Activities: Designed to provide further support in literacy skills and discussion skills with explicit teaching of strategies to support learning.

Year 8: Year-Long Subjects



Year 8 English

During the year students will:

- Attend regular library reading and borrowing lessons and participate in an online language program;
- Complete a common novel study;
- Complete a film study;
- Establish connections between songs, poetry, film and short stories through genre;
- Write an analytical essay;
- Study an Introduction to Shakespeare unit;
- Create written narrative responses to novels or other texts;
- Create analytical and creative oral responses; and
- Formally debate.



Year 8 Health and Physical Education

The Year 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety, and wellbeing. In Semester One, this focus is on remaining safe online as well as learning the underpinnings of social wellbeing. In Semester Two, students explore nutrition in depth discussing concepts of phytonutrients, fad diets and macronutrients. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. In Year 8, students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities that build on the foundational activities of Year 7. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities.

Health and Physical Education Program Overview:

Students in Year 8 will actively participate in and study the following units:

- **Practical units:** Body in Motion, Cycling, Striking and Fielding, Sports Education; and
- **Health units:** Social Media, and Healthy Lifestyles



Year 8 Languages

Students select one language to study continuously for two years (Year 7 and 8).

Chinese

Students will learn to understand and communicate about:

- Self-introduction;
- Family members & Pets;
- Nationality;
- Indigenous links;
- Colours & their meanings in Chinese Culture;
- Occupations;
- Time & Daily Routines;
- Transport;
- Travelling;
- Food;
- Likes/dislikes;
- Expressing opinions; and
- Chinese Cultural Learning – events such as birthdays, festivals; school life & activities; traditional food.

Chinese Script: by the end of the year, students should be able to write complete sentences and short passages.

French

Students will learn to understand and communicate about:

- Birthdays, presents and important events in the year;
- Clothing, colours, physical descriptions;
- Dates;
- Weather;
- Seasons, sports, and leisure activities;
- Musical instruments;
- Places within a town;
- Directions from a map;
- The time;
- School life and school subjects;
- French timetables;
- Food and drink;
- Meals and mealtime in France;
- Likes and dislikes;
- Travel;
- Francophone countries, famous places; and
- Indigenous links.

Japanese

Students will learn to understand and communicate about:

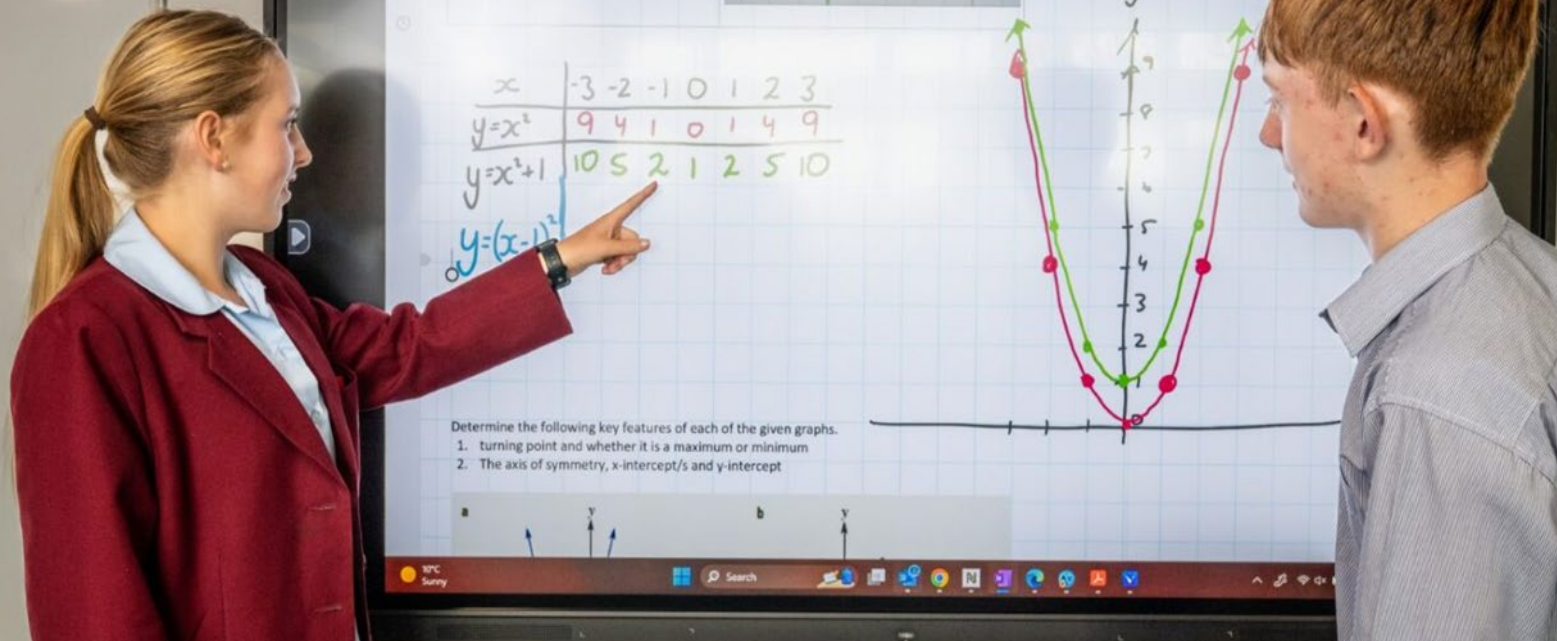
- Family and school life including pets and the noises animals make;
- Traditional and non-traditional food and drink in Japan;
- Special events in Japan;
- Asking questions and agreeing and disagreeing with other people's opinions;
- Saying what you like and dislike;
- Learn the Katakana script;
- Linking sentences; high frequency verbs, adjectives, and the role of particles;
- Expressing what you do in your spare time and time vocabulary such as the days of the week;
- Agreeing and disagreeing with other people's opinions; and expressing information about what you did and what it was like;
- Indigenous perspectives: Ainu;
- Travel phrases: Japanese places, events, regional food, shopping for clothes including wearing verbs;
- Technology: vending machines, robots, animation; and
- Body parts and limited health vocabulary.

Spanish

Students will learn to understand and communicate about:

- Birthdays and discuss important events in the year;

- Descriptions and comparisons of friends and family members;
- Conjugations of ser/ estar to describe temporary and permanent descriptions;
- Conjugations of present tense verbs;
- Expressing likes and dislikes;
- Clothing choices;
- Time and daily routines;
- The daily routines of people who live in Spanish-speaking countries (e.g. learn about 'siesta');
- School life, timetables, and school subjects;
- Food and drink preferences; healthy food choices in Spain and other Spanish-speaking countries;
- Ordering food from a café;
- Meals and mealtimes in Spanish-speaking countries;
- Cities and buildings in Spanish-speaking countries;
- Weather and how it affects their activities;
- Cultural events including Carnival, Easter and Day of the Dead; and
- Indigenous perspectives – comparing Australian and Latin American cultures.



Year 8 Mathematics

The Australian Mathematics Curriculum Frameworks are based around the six broad content strands: Number, Algebra, Measurement, Space, Statistics and Probability.

The content taught in Year 8 is supported by Cambridge Essential Mathematics 8 and Mathspace and further resources at the teachers' discretion. Assessment in all classes is designed to measure the current level of achievement and to identify opportunities for growth. Topics include

- Number;
- Algebra and Equations;
- Probability;
- Linear Relationships;
- Ratios and Rates;
- Measurement;
- Transformations, Congruence and Similarity; and
- Statistics.



Year 8 Religious and Values Education (RaVE)

Religious and Values Education (RaVE) provides a space in the curriculum to encourage students to reflect on what they are learning elsewhere in a spiritual context. It allows students to make meaning of the College's ethos of "Truth, Compassion, Wisdom" and is delivered in a way which makes it accessible to all students.

Semester 1

Students investigate and reflect on the power and truth of stories, including the parables.

Semester 2

Students are introduced to a range of faith/spirituality systems, in a comparative fashion:

- Christianity;
- Islam;
- Judaism;
- Hinduism;
- Buddhism; and
- Australian Indigenous spirituality.



Year 8 Science

In Year 8, students explore systems at different scales, connecting microscopic and macroscopic properties to explain phenomena.

Across Two Semesters they explore how:

- Specialised cell structures and organelles are crucial for cellular function;
- Structure-function relationship at organ and body system levels is analysed;
- Plate tectonics theory is applied to explain geospheric changes;
- Properties of rocks are linked to their formation and usage;
- Energy forms, energy transfers and transformation in systems are represented;
- Matter is classified, and physical vs. chemical changes are distinguished;
- Scientific responses impact society and are informed by key considerations;
- Science communication's role in shaping viewpoints and policies is emphasized;
- Ethical issues and intercultural considerations are addressed in investigations;
- Data is organized and analysed to identify patterns, trends, and anomalies; and
- How evidence-based arguments are constructed to support conclusions and evaluate claims.

Year 8: One Each Semester



Year 8 Geography

Students will learn how to ask and respond to questions in a geographically distinctive way by:

- planning inquiries.
- collecting, interpreting, analysing and evaluating information.
- suggesting responses to current issues and events occurring in the world.

Students will use the tools of the geographer to investigate the world around them by:

- locating places on maps using alpha-numeric, and latitude and longitude reference systems.
- learning the basic elements of maps and drawing maps to scale.
- developing their ability to use geographical language, tools, and conventions such as maps, diagrams, images and data to interpret and create representations of Australia's physical and human geography.

As prescribed by the Australian Curriculum, there are two units of study in the Year 8 Geography curriculum:

- Landforms and landscapes covers the physiography of the natural features of the Earth, such as mountains and deserts. Case studies focus on Australian landscapes and landforms which allows students to investigate the social and cultural significance of these features, including their meaning for Aboriginal and Torres Strait Islander people.
- Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and then examines issues related to increasing urbanisation.



Year 8 History

The Year 8 curriculum, *The Ancient to the Modern World*, provides study of history from the end of the ancient period to the beginning of the modern period, c. AD 650 - 1750.

This was when major civilisations around the world made 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.

Students will undertake depth studies of:

- Medieval Europe – the development of feudalism, the role of the Church and religion
- The Black Death – nature and impact on society; and
- Shogunate Japan – the nature of feudalism in Japan, beliefs and other features of society.

The content provides opportunities to develop historical understanding through key concepts, including evidence continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

History also encourages discussion and acquisition of knowledge about civics and active citizenship, such as decision-making in societies and the nature and forms of governments.

Year8: Selected Students



Year 8 Skills Plus

Skills Plus continues to be offered in Year 8. Many of the students have completed a full year of Skills Plus in Year 7. Skills Plus is an alternative pathway for students who require support for diverse reasons. These reasons could include (but are not limited to) the student:

- Having specific learning challenges/disabilities;
- Having social/emotional challenges; and
- Having medium- or long-term medical problems.

Skills Plus is delivered within flexible parameters, provides advocacy, and preserves access and equity through liaison with all concerned.

Skills Plus, in Year 8, continues to support the development of thinking and communication skills as well as the personal and social well-being of the individual student according to individual needs. The students recognise that the specifically designed learning environment is conducive to enquiry and exploration without fear of stigma.

Topics that continue to be taught/investigated to gain the knowledge, understanding and skills are Values education, current events/issues, life skills (such as social skills and team building skills). Specific Subject content support across the curriculum:

- Assignments: Assignments are clarified, modified, and scaffolded to ensure student success;
- Preparation for Tests and examination: Assistance provided for note taking, revision structure, study techniques and scheduling;
- Time Management: Offer a range of tools and support that enables students to develop best possible time management strategies; and
- Explicit teaching of how to study, utilising learning styles. Laying down the groundwork to develop sound study skills to be built on in the ensuing years.

Additional Activities designed to provide further support in literacy skills and discussion skills.

Year 7-8 Rotation Subjects



Creative Arts: Media Arts

Ever wondered what makes a horror movie scary or a comedy funny? In this exciting unit, you'll explore how different styles of movies and media work—and why audiences love them! You'll ask questions like: **"What makes a genre... a genre?"**

Using your iPad as your creative toolbox, you'll experiment with:

- **Time, space, sound, and lighting** to set the mood
- **Camera angles and movement** to tell your story
- **Filters, colour edits, and text** to boost your message or style

You'll use cool apps to edit images, add special effects, and bring your creative ideas to life—just like a real media maker!

We'll also go on a class trip to the **National Film and Sound Archive** (or another awesome media venue) to learn how Aussie films have changed over time, from traditional storytelling to digital media.

You'll also discover how **Aboriginal and Torres Strait Islander peoples** have shared stories through different technologies—past and present.

By the end of the year, you'll plan, create, and **share your own media projects** with the class—so get ready to impress!

Lights, sound, ACTION—it's time to create!

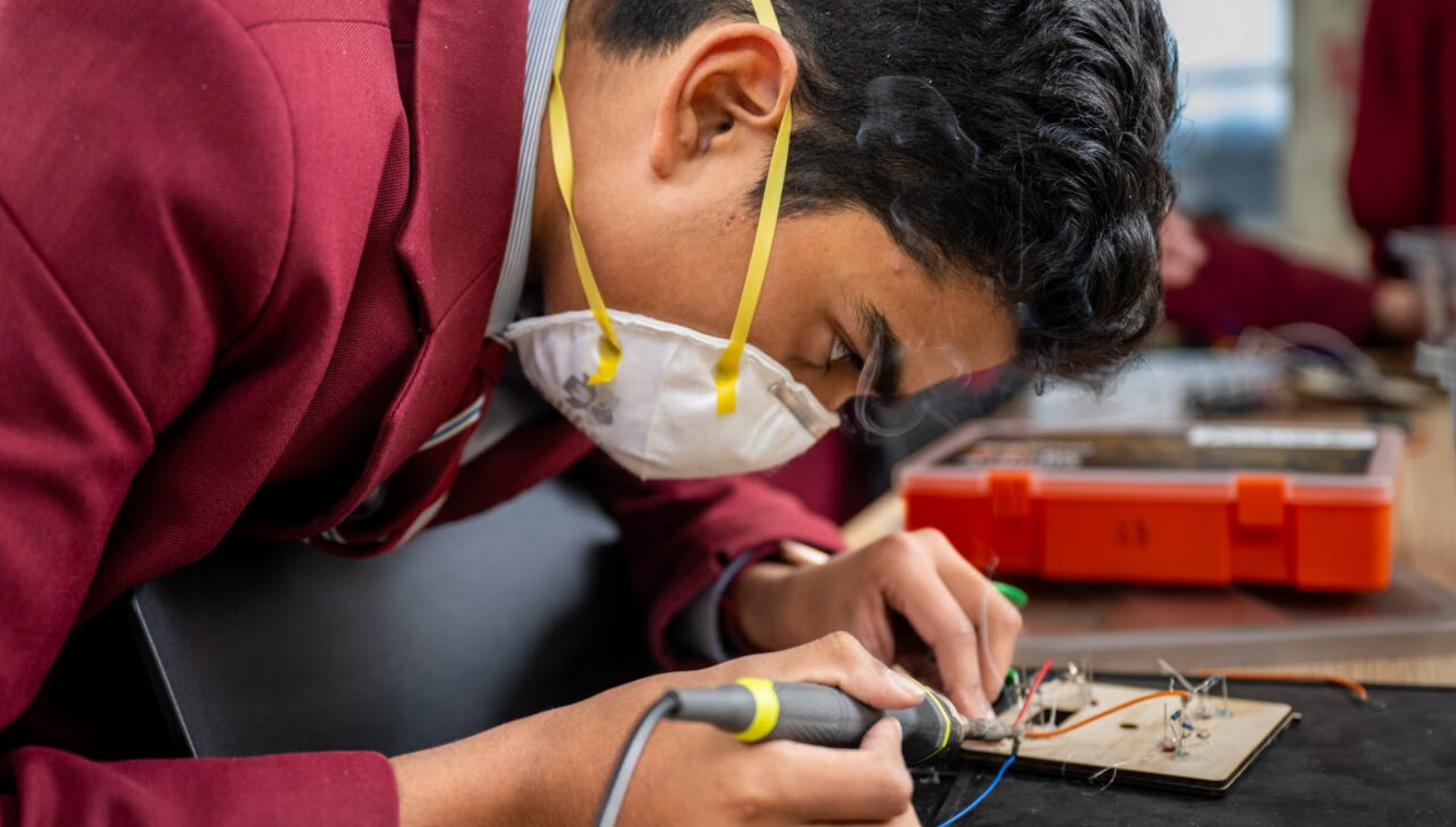


Creative Arts: Visual Art

The Visual Art course offers an immersive exploration into how artists perceive and portray the everyday world to express complex ideas. Throughout the course, students will analyze and engage with a variety of art forms including paintings, drawings, prints, and sculptures. These studies are approached from historical and cultural perspectives, providing students with a rich understanding of how art reflects and influences societies across time.

Students will develop a nuanced proficiency in visual language, learning how to interpret and use visual elements to convey messages and emotions effectively. The course also emphasizes practical skills, as students experiment with diverse media and artistic processes to create both individual and collaborative artworks.

By fostering both analytical and creative skills, the course prepares students to appreciate the depth of visual art and to apply their learning in producing original art pieces. The curriculum is designed to cultivate not only artistic technique but also critical thinking about the role of art in cultural expression and personal identity. This comprehensive approach ensures students are well-equipped to continue their artistic endeavors beyond the classroom.



Design & Technology: Digital Technology

Welcome to the Year 7 & 8 Digital Technology course, where students will embark on an exciting journey into the world of coding and digital innovation. This course introduces students to basic coding using Pythonista, laying the foundation for further study in Years 9 & 10.

Students will apply their new coding skills to create simple program that sort data and present information in easy-to-read format. The design process will guide them through the development phase, documenting their learning in a design folio.

To extend their learning, students will explore how digital design tools can enhance the visual representation of information. By drawing on their critical and creative thinking capabilities, students are able to create a visually appealing product which draws upon their coding skills and design thinking talents.

Additionally, they will become aware of various learning pathways, including electronics, networking, and basic robotic functions, which are extensively covered in advanced Digital Technology courses in Years 9 & 10 and beyond.



Design & Technology: Food Technology

Welcome to the Year 7 & 8 Food Technology course, where students will be introduced to essential food preparation techniques and fundamental nutrition information, which are important life skills for everyone. By reinforcing healthy eating practices and learning how to create these recipes, these skills will be invaluable as students' progress through their teenage years.

In this course, students will engage in a variety of practical activities in the kitchen, with a strong emphasis on correct food hygiene practices and safety measures, including the correct use of knives and electrical appliances. Students will work in small groups to complete regular cooking activities, requiring teamwork and collaboration to ensure the tasks are completed in a timely and safe manner.

Critical and creative thinking will be key as students plan, prepare, and evaluate their design challenge, which involves creating a new smoothie bowl recipe. By following the design process, students will work through the stages of the design cycle to develop a high-quality and delicious end product. As with all Design & Technology subjects, the use of the design process is essential for success, as it helps students develop a methodical approach to their work which will help them achieve success.

As they build these foundational skills, students may choose to continue their studies in Food Technology in Year 9 & 10, where they will tackle more elaborate food preparation activities and explore the role of food in our culture and the food manufacturing industry. Senior students can further enhance their knowledge and skills by studying Hospitality, paving the way for direct career opportunities or further university studies in Hospitality Management, Event Management, or related fields.



Design & Technology: Graphics and Design

Welcome to the Graphics and Design course for Year 7 & 8, where students will explore the fundamentals of both hand drawing and digital design. Throughout this course, students will be introduced to essential software such as Fusion 360 and Photoshop, alongside developing precise hand drawing skills necessary for creating orthographic and isometric drawings. By mastering these foundational skills, students will build a strong base in both traditional and digital design methods.

During this course, students will use a variety of technology to communicate ideas using visual media. This will be achieved by using the design process which will help students formulate their ideas and see them through into production, making a digital print, 3D printed logo and other digital artifacts. These digital skills are transferable across other design subject areas and will enhance students' understanding of the design process.

This course will equip students with the tools and knowledge they need to excel in Year 9 & 10 Graphics & Design, where they will advance their skills in architectural drawing and creative graphic design products. Students can extend their learning further into Year 11 & 12 and embark on a deeper exploration of advanced design tools to prepare them for further study in Design based courses such as Architecture, Interior Design and Visual Communication.



Design & Technology: Textiles Technology

In the Year 7 & 8 Textiles Technology course, students investigate the characteristics of different fabrics and fibres and how these can be used to create both useful and decorative textile products. They explore various fabric-making techniques, including felting wool to craft a soap scrubby, weaving decorative yarn to design personalized friendship bracelets, and knotting yarn to create fun skipping ropes.

Design is an important aspect in this unit as students research, generate, develop, and evaluate their textile design ideas which is documented in a design folio. By following the steps in the design cycle, students are encouraged to think critically and creatively to produce a well-crafted solution to a design challenge.

Essential skills, such as using specialized tools like the sewing machine, are taught to produce basic textiles products. Through the construction of a tote bag, students learn the importance of accuracy in measuring materials and following instructions to achieve a high-quality product.

Emphasis is placed on the safe use of tools and machines, along with the significance of collaborative work in a shared resource environment. This foundational course sets the stage for further skill development in the Year 9 & 10 Textiles Technology and Year 11 & 12 Design & Textiles courses.



Design & Technology: Wood Technology

In the Year 7 & 8 Wood Technology course, students will develop fundamental woodworking skills through hands-on projects such as crafting a carved spoon and laser etched chopping board. Students will also learn essential hand finishing techniques to complete their projects with precision. Working within a co-operative workshop environment is an important aspect of the course, using shared resources and contributing to group activities.

Additionally, they will be introduced to the design process, where they will create unique designs fostering creativity and critical thinking in their approach to wood working. Through completing these projects, students will use the steps in the design cycle to explore design, make and appraise timber products to suit the needs of the design brief.

This course emphasizes the safe use of hand tools and basic woodworking machinery, ensuring that students understand the importance of workshop safety and adhere to safe work practices in a practical environment. The use of digital tools such as the laser cutting machine provides students with an introduction to this new technology which is used extensively in the timber industry.

Skills gained in this course form the basis for entry into the following Wood Technology units in Year 9 & 10 and subsequently Design and Emerging Technologies in Year 11 & 12.



Performing Arts: Dance

Students at Radford College have the opportunity to study Dance as part of their elective rotation subjects. In their studies, students will learn the foundation elements of dance through choreographic, performance and appreciation activities. They will learn about how dance is used as a form of expression across a range of cultures and deepen their understanding by applying their skills and knowledge to the creation of original choreography that fuses traditional and contemporary dance styles.

Assessment will cover:

- Choreography and Performance; and
- Dance Appreciation.



Performing Arts: Drama

In Drama students will learn about acting, directing and play-building while enhancing critical life long skills such as creative thinking, collaboration and risk taking. Students will build their skills through learning to act and perform scripts, devising original theatre performances and analysing and evaluating the dramatic elements.

They will learn the basics of technical theatre and use lighting and sound to enhance their productions. Many students who study drama choose to go on with this into their elective years,

Drama is offered through to Year 12 as both a BSSS and IB Course. Students who study drama also learn valuable leadership skills such as project management and go on to take key roles in events such as Dirrum and Review.



Performing Arts: Music

Music is a wonderful creative outlet for students all students from budding musicians to students learning music for the first time there is something for everyone In Music students will learn about the elements of music and how they are used in composition, theory and performance.

Students will learn to compose their own original work on electronic platforms. They will also learn how to perform as an ensemble through rehearsing and perform contemporary music in small groups.

Students will engage in listening tasks to learn to appreciate the underlying structures of music, what makes it work, and how and why it is so profound to the human experience.

Many students go on to study music as an elective through to Year 12 with Music available as an elective option in both the BSSS and IB streams.

