



2026

CURRICULUM GUIDE

MIDDLE SCHOOL ELECTIVES



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Middle School Academic Program

Middle School is an exciting time for students to further and deepen their disciplinary and interdisciplinary skills, knowledge and understanding. It provides an opportunity for students to explore their developing interests and passions.

At Pulteney Grammar, our learning program is underpinned by the Australian Curriculum and informed by our central values of authentic relationships and personalised, boundless and enduring learning. Our approach to teaching and learning in the Middle School is aligned to our *Pulteney Learner Compass* and core school Learning Principles.

We develop a positive, technologically enhanced working environment, encouraging student development through social learning and interaction. The professional practice of Middle School teachers includes rigorous learning design to produce engaging and authentic lessons aligned to adolescent learning needs.

All students study Amplify each week. Amplify aims to amplify students Quality Thinking and in the Middle School this sees creative, critical and reflective thinking explicitly taught, recognised and grown. This subject promotes interdisciplinary and collaborative learning and the real-world application of quality thinking skills.

All students also study Activate each week. This subject aims to activate Learner Agency through the explicit teaching of self-awareness, self-management, social awareness and social management. Activate draws together the components of wellbeing, pastoral care, house, chapel and tutor to become a coherent learning experience for students through carefully designed and age aligned learning experiences.

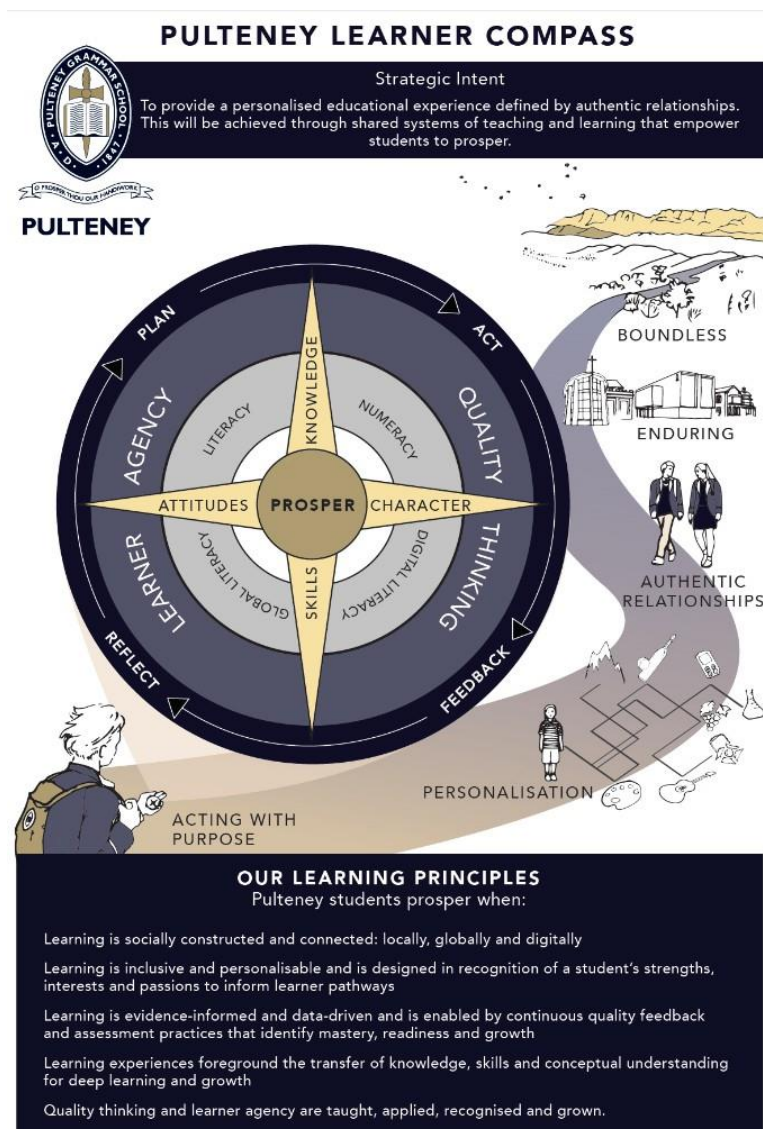
This curriculum guide provides students and their families with an opportunity to explore the varied elective subjects offered in Year 7 to 9. This guide should be used in combination with conversations with the student's subject teachers, Heads of Department, Tutor and Head of House so as to make wise and counselled decisions for the future.

We commend this curriculum guide to both parents and students as a valuable resource, as together you make the subject choices to ensure a suitable preparation for the future.

Kind regards

Nadia Maglica
Director of Teaching and Learning

Lauren Connolly
Head of Middle School



Curriculum in the Middle School

Blue Compulsory subjects

Orange Elective options

Green Compulsory subjects with options

Year 7
English
Humanities
Mathematics
Science
Health and Physical Education
Languages: (one of the following)
Chinese (Background Pathway)
Chinese (2 nd Language Pathway)
English as an Additional Language (EAL)
German
Japanese
The Arts:
Visual Art
Integrated Performing Arts
Drama
Digital Drama
Digital Music
Technologies
Wellbeing:
Rock and Water
Health and Wellbeing
Futures

Year 8
English
Humanities
Mathematics
Science
Health and Physical Education
Languages: (one of the following)
Chinese (Background Pathway)
Chinese (2 nd Language Pathway)
English as an Additional Language (EAL)
German
Japanese
The Arts:
Visual Art
Music
Drama
Dance
Digital Music
Theatrical Set Design and Construction
Digital Music
Technologies
Wellbeing:
Healthy Minds
Sexuality and the Media
Futures

Year 9
English
Humanities – one full year <i>including</i> History (one semester)
Mathematics
Science
Health and Physical Education
Humanities electives (at least one of the following):
Global Futures
Enterprise
Languages: (one of the following)
Chinese (Background Language Pathway)
Chinese (2 nd Language Pathway)
English as an Additional Language (EAL)
German
Japanese
The Arts: (<i>electives</i>)
Visual Art 2D
Visual Art 3D
Art Technology
Design
Dance
Sound Engineering
Drama
Creative Industries: Jewellery and Ceramics
Creative Arts: Photography and Digital Media
Music
Musical Theatre
Technologies: (<i>electives</i>)
Digital Developers
Engineering
Wellbeing:
Futures
Sexuality
Mindfulness

Subject Selection Processes

Year 7

The parents of students entering Year 7 in 2026 will be asked to select their student's preferred language option.

Year 8

Students entering Year 8 in 2026 will be allocated to the same language they studied in Year 7. The selection of Performing Arts options will occur at the start of Term 1 2026.

Year 9

Students entering Year 9 in 2026 will be asked to submit 6 elective subjects for each semester, in order of preference. The school will then endeavor to make the various permutations work to provide as many students as possible with their most preferred options.

Please note the following:

- Students must choose History and **at least** one other Humanities subject (Enterprise or Global Futures) in their preferred subjects.
- Students can choose to continue studying the language they are studying this year or not. They may **not** select a language they have not studied this year. If selecting a language, students must select it in both semesters.
- If students wish to study Drama, Dance and/or Music they must choose between the semester or the full year option. If they choose the full year option, they must select it in both semesters. *NB-Music Scholarship holders and those students considering Year 10 Music are advised to do Music (Full Year).*

LEARNING AREA: LANGUAGES

In the Middle School students have the opportunity to study **one** of our three languages: Chinese, Japanese, or German. Students are required to study the same language across their middle years. For example, students who undertake to study German in Year 7 will also be studying German in Year 8 (and 9). Languages are a compulsory subject in the Middle School.



YEAR 7

LEARNING AREA: LANGUAGES

Subject Name:	Chinese (Background Language Pathway)
Level of Study:	Year 7
Length of Course:	Full Year
Prerequisite:	Chinese- heritage students

What will be in the course?

The course is designed for students who may use Chinese at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, Chinese being learnt. They are immersed in Chinese and begin to explore social issues, including environmental sustainability and family structure. Students explore the Chinese language with a focus on extending their contexts and purposes of use and refining their skills in using language appropriate to their purpose and audience. Students interact using Chinese in the classroom and wider school environment, and with family and the local community, exploring the place of Chinese-speaking communities and the relevance of the experiences of past communities to the modern world. Students engage with language through visual media, poetry, drama, music, TV series and documentaries. They correspond with others by text message and email and through class-based social networking sites.



YEAR 7

LEARNING AREA: LANGUAGES

Subject Name:	Chinese (Second Language Pathway)
Level of Study:	Year 7
Length of Course:	Full Year
Prerequisite:	NA

What will be in the course?

In Year 7, Chinese aims to develop a passion for learning a language and to familiarise students with the many aspects of Chinese culture and Mandarin Chinese. This course is designed to cater for beginners of Chinese but with the flexibility to extend students who previously have had some contact with the language. The course also includes an introduction to Chinese characters. A task-based approach is used to cover topics such as: numbers, personal identity and food. A variety of excursions, incursions and cultural activities; such as cooking, guest speakers and visits to Chinatown Adelaide, allow students to gain an authentic cultural experience.

This course is not designed for students who have exposure to Chinese language and culture in the context of their family and community life.



YEAR 7

LEARNING AREA: LANGUAGES

Subject Name:	English as an Additional Language (EAL)
Level of Study:	Year 7
Length of Course:	Full Year
Prerequisite:	International Students/Students who speaks English as an Additional Language

What will be in the course?

This subject is an alternative for the compulsory English subject for eligible students. The course focuses on four main language domains: listening, speaking, reading and writing. The curriculum is designed to support students to become proficient in English in a variety of real-life contexts, and to use it effectively for academic and critical thinking skills.

The course covers language structures, vocabulary, grammar, pronunciation, and functional language use, as well as the cultural and social aspects of using English.



YEAR 7

LEARNING AREA: LANGUAGES

Subject Name:	German
Level of Study:	Year 7
Length of Course:	Full Year
Prerequisite:	NA

What will be in the course?

In Year 7, German Studies aims to develop a passion for learning languages and to acquaint students with the language and culture of German speaking countries. Concepts include: greetings and introductions, linguistic similarities between German and English, pronunciation and sounds, numbers 0-100, sport and hobbies, family, school life, clothing and expressing likes and dislikes through an introduction to sentence construction. Students investigate contemporary life and travel in Germany, including food and festivals.

When in *senior school* students will have the opportunity to participate in our German cultural and curricula trip or one of several exchange opportunities on offer.



YEAR 7		LEARNING AREA: LANGUAGES
Subject Name:	Japanese	
Level of Study:	Year 7	
Length of Course:	Full Year	
Prerequisite:	NA	

What will be in the course?

The Year 7 course covers many aspects of Japanese culture, language and also includes an introduction to the basic writing systems. The course is designed to allow students an insight into a unique language and culture. When in *senior school* students will have the opportunity to participate in our exchange program with our sister school in Himeji Japan.

The aim of the course is for students to enjoy learning about a culture that is unique and steeped in history and traditions. Students learn to introduce themselves in Japanese, and the basic communicative skills in an enjoyable and practical way. They learn how teenagers live in Japan, through videos, films and games. Concepts include: basic greetings, classroom instructions, self-introductions, countries and nationalities. The overall aim of the introductory course is to give a general, but comprehensive view of the many cultural and linguistic components involved with learning Japanese.



YEAR 8

LEARNING AREA: LANGUAGES

Subject Name:	Chinese (Background Language Pathway)
Level of Study:	Year 8
Length of Course:	Full Year
Prerequisite:	Chinese Heritage students

What will be in the course?

The course is designed for students who may use Chinese at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, Chinese being learnt. They are immersed in Chinese and begin to explore social issues, including environmental sustainability and family structure. Students explore the Chinese language with a focus on extending their contexts and purposes of use and refining their skills in using language appropriate to their purpose and audience.

Students interact using Chinese in the classroom and wider school environment, and with family and the local community, exploring the place of Chinese-speaking communities and the relevance of the experiences of past communities to the modern world. Students engage with language through visual media, poetry, drama, music, TV series and documentaries. They correspond with others by text message and email and through class-based social networking sites.



YEAR 8

LEARNING AREA: LANGUAGES

Subject Name:	Chinese (Second Language Pathway)
Level of Study:	Year 8
Length of Course:	Full Year
Prerequisite:	NA

What will be in the course?

This course is designed to cater for beginners of Chinese but with the flexibility to extend students who previously have had some contact with the language. Emphasis is placed on developing communicative skills and encouraging students to enjoy language learning. Concepts for Year 8 Chinese will include: greetings, personal identity, family, time, location and food. Students are encouraged to have a more direct contact with the language and culture through a variety of incursions and excursions and cultural activities.

This course is not designed for students who have exposure to Chinese language and culture in the context of their family and community life.



YEAR 8

LEARNING AREA: LANGUAGES

Subject Name:	English as an Additional Language (EAL)
Level of Study:	Year 8
Length of Course:	Full Year
Prerequisite:	International Students/Students who speaks English as an Additional Language

What will be in the course?

This subject is an alternative for the compulsory English subject for eligible students. The course focuses on four main language domains: listening, speaking, reading and writing. The curriculum is designed to support students to become proficient in English in a variety of real-life contexts, and to use it effectively for academic and critical thinking skills.

The course covers language structures, vocabulary, grammar, pronunciation, and functional language use, as well as the cultural and social aspects of using English.



YEAR 8

LEARNING AREA: LANGUAGES

Subject Name:	German
Level of Study:	Year 8
Length of Course:	Full Year
Prerequisite:	NA

What will be in the course?

This course is designed to cater for beginners of German but with the flexibility to extend students who previously have had some contact with the language and culture. Concepts for Year 8 German will include: eating and drinking customs, months and seasons, birthdays, telling the time, making plans, means of transport and German inventions and inventors.

Concepts in the language will be introduced in a sequential way so that they are easily reinforced and give students a strong sense of achievement in their language learning. A variety of excursions, incursions and cultural activities; such as food and cooking experiences, exchange student visits, competitions and German film viewing provide students with an enriched cultural experience.



YEAR 8

LEARNING AREA: LANGUAGES

Subject Name:	Japanese
Level of Study:	Year 8
Length of Course:	Full Year
Prerequisite:	NA

What will be in the course?

This course is designed for students with prior experience with the language, while also accommodating students who are beginners of Japanese. Emphasis is placed on developing communicative skills and encouraging students to enjoy language learning.

The student will reinforce their learning of Hiragana, which is the basic Japanese alphabet. While learning Hiragana, students will also continue studying from the text *iiTomo 1*. Topics covered include: discussing Japanese families and cultural comparisons, describing places, after-school activities and Japanese food.

In this course, students will be introduced to a diverse range of language tasks, including listening, speaking, reading and written exercises. Both formative and summative assessments will be utilised to gauge their progress.



LEARNING AREA: PERFORMING ARTS

The Year 8 Performing Arts program is based around the students expressing some preferences with their learning, in that, there are five one term subjects available (Dance, Drama, Music, Digital Music, Theatre Set Design). At the beginning of the academic year, the students prioritise these five choices from most preferred to least preferred options. The cohort is then divided into classes, where a student will complete a subject per term. Every student is guaranteed to do their first and second preferences at some stage through the year, but thereafter, they might not receive the third and fourth subjects and could receive their fifth choice.

Below are the descriptions of the five performing arts subjects the students will select from.



YEAR 8	LEARNING AREA: PERFORMING ARTS
Subject Name:	Drama
Level of Study:	Year 8
Length of Courses:	One term (Term 1, 2, 3 or 4)
Prerequisite:	NA

Year 8 Drama is a one term subject that can be studied in Term 1, 2, 3 or 4.

What will be in the course?

Year 8 Drama is an action-packed course offering lots of fun and collaborative opportunities. We begin with a focus on improvisation and theatre sports, learning how to be spontaneous, entertaining and focused with scene partners. Students also explore how to create a character, design amazing costumes and sets, and experiment with performing short scripts. As the course progresses, students will extend their knowledge of stage lighting, working with a lighting board to create exciting effects. In addition, students will attend a live theatre production to further explore how all of the dramatic elements come together in a performance.



YEAR 8		LEARNING AREA: PERFORMING ARTS
Subject Name:	Music	
Level of Study:	Year 8	
Length of Courses:	One term (Term 1, 2, 3 or 4)	
Prerequisite:	There is a requirement for a student to be able to sing or play a musical instrument for this subject.	

Year 8 Music is a one term subject that can be studied in Term 1, 2, 3 or 4.

What will be in the course?

Song Writing

Students will engage with the elements of song structure, with focus upon basic drumbeat, chords, bassline, melody, and lyrics, and write their own 16-to 32-bar piece of music. The foundation work for the final piece will be both practical and using music software. Final pieces may be performed or recorded as complete works.



YEAR 8		LEARNING AREA: PERFORMING ARTS
Subject Name:	Digital Music	
Level of Study:	Year 8	
Length of Courses:	One term (Term 1, 2, 3 or 4)	
Prerequisite:	NA	

Year 8 Digital Music is a one term subject that can be studied in Term 1, 2, 3 or 4.

What will be in the course?

Students will further their music understanding and technology skills by learning how to use Push Pads in conjunction with the music software, Ableton Live, to create sequences, beats and melodies and perform their musical compositions. They will learn about Audio and MIDI Effects and how to manipulate sounds in order to create their own synthesizers. Students will also learn some of the techniques used in recording studios by sound engineers to improve their compositions.



YEAR 8

LEARNING AREA: PERFORMING ARTS

Subject Name: Theatrical Set Design and Modelling

Level of Study: Year 8

Length of Courses: One term (Term 1, 2, 3 or 4)

Prerequisite: NA-

Year 8 Theatrical Set Design and Construction is a one term subject that can be studied in Term 1, 2, 3 or 4.

What will be in the course?

In this subject students will examine stage set use, set design and set model making. Students will also learn about scale and different model building techniques. An important outcome of this course is for students to be able to create plans and to create 1:25 scale set models.



YEAR 8

LEARNING AREA: PERFORMING ARTS

Subject Name: Dance

Level of Study: Year 8

Length of Courses: One term (Term 1, 2, 3 or 4)

Prerequisite: You do not need to be a trained dancer but a desire to dance is critical.

Year 8 Dance is a one Semester subject that can be studied in term 1, 2, 3 or 4.

What will be in the course?

Students explore dance as an art form through choreography, performance and appreciation. They learn how to choreograph short sequences of movement by manipulating and combining the elements of dance, choreographic devices, and production elements to communicate choreographic intent. Students also work on progressing their technique and performance skills through learning various dance combinations and choreography across two or more genres. An understanding of safe dance practice is revisited as well as analysing and reflecting on dance works from various choreographers.



LEARNING AREA: HUMANITIES

In Year 9, students must study Humanities for one full year. History is a compulsory one semester subject. Students may choose from Global Futures or Enterprise for the remaining semester.

As all Humanities subjects from Years 7-12 have transferrable and transversal skills, there are no prerequisites. This means that students are free to explore a wide variety of Humanities subjects without limiting their pathways in later schooling years. Below are the descriptions of the elective Humanities subjects.



YEAR 9	LEARNING AREA: HUMANITIES
Subject Name:	Enterprise
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

What will be in the course?

The course explores the nature of innovation and role of entrepreneurs in creating a competitive advantage in the market. Students will consider a variety of case studies and hear from visiting speakers from local, national, and global businesses to analyse and evaluate business decisions. Through an immersive group project, students will collect and interpret consumer information, use design thinking and cost-benefit analysis to make decisions and produce a product or service. Students will learn and apply MS Excel skills.



YEAR 9	LEARNING AREA: HUMANITIES
Subject Name:	Global Futures
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

What will be in the course?

This course is adapted from the Year 9 “Geography of Interconnections” Australian Curriculum and explores globalisation and its effects on people and the environment. Students will examine the positive and negative impacts of tourism and make recommendations to reduce harm to communities and landscapes. Students will learn about supply chains, and how and why the global economy has changed since the 1960s. They will explore the fashion industry and how transnational corporations attempt to deal with ethical issues such as human slavery, pollution from the manufacturing process, and garment waste. Importantly, students will examine at a wide variety of case studies and hear from visiting speakers in order to make recommendations on how to solve these problems and improve our shared future.



YEAR 9

LEARNING AREA: LANGUAGES

Subject Name:	Chinese (Background Language Pathway)
Level of Study:	Year 9
Length of Course:	Full Year
Prerequisite:	Chinese Heritage students

What will be in the course?

The course is designed for students who wish to extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They explore the nature of their dual identities and bilingual capabilities. Students are immersed in Chinese language, exploring issues related to youth culture and topics of educational and social relevance. They begin to make connections and comparisons with the experiences of other young Chinese speakers and with those of other cultural groups in Australia.

Students interact using Chinese beyond the school and home environments to include increased engagement with students' local communities. Students engage with a variety of texts, including dictionaries and online translation tools, local print and digital media, and abridged bilingual versions of classic and contemporary literature and their film and TV adaptations.



YEAR 9

LEARNING AREA: LANGUAGES

Subject Name:	Chinese (Second Language Pathway)
Level of Study:	Year 9
Length of Course:	Full Year
Prerequisite:	Year 8 Chinese

What will be in the course?

Year 9 Chinese Continuers course continues with the concepts learned in Year 8 Chinese and aims to extend students' knowledge of the culture of China, and to deal with greater sophistication and communication in the language. Topics covered will include colours and clothes, sports and friendships, daily routine and travelling in China.

Students will complete a variety of listening, oral and written tasks, both formative and summative. Grammatical structures and topics will be introduced in a sequential way to ensure students have a strong sense of achievement in their language learning.

This course is not designed for students who have exposure to Chinese language and culture in the context of their family and community life.



YEAR 9

LEARNING AREA: LANGUAGES

Subject Name:	English as an Additional Language (EAL)
Level of Study:	Year 9
Length of Course:	Full Year
Prerequisite:	International Students/Students who speaks English as an Additional Language

What will be in the course?

This subject is an alternative for the compulsory English subject for eligible students. The course focuses on four main language domains: listening, speaking, reading and writing. The curriculum is designed to support students to become proficient in English in a variety of real-life contexts, and to use it effectively for academic and critical thinking skills.

The course covers language structures, vocabulary, grammar, pronunciation, and functional language use, as well as the cultural and social aspects of using English.



YEAR 9

LEARNING AREA: LANGUAGES

Subject Name:	German
Level of Study:	Year 9
Length of Course:	Full Year
Prerequisite:	German (Year 8)

What will be in the course?

In this course students will take their language skills to new heights, building on the strong foundation already established in Years 7 and 8. Students will explore the vibrant cultures of the German speaking countries, and communicate with increased sophistication in the German language. Topics covered will include weekend plans, German cuisine, sport and leisure time, health and the history of the Cold War in Germany. German immigration to South Australia will also be a focus area. Students will visit Hahndorf as part of their studies on Germans in South Australia.

Current, engaging pedagogies will be used to help students acquire useful chunks of language that they can then seamlessly integrate into their spoken and written expression. Linguistic concepts will be introduced in a sequential way to ensure students have a strong sense of achievement in their language learning.

When in the Senior School, students will have the opportunity to participate in our German cultural trip or one of several exchange opportunities on offer.



YEAR 9

LEARNING AREA: LANGUAGES

Subject Name:	Japanese
Level of Study:	Year 9
Length of Course:	Full Year
Prerequisite:	Japanese (Year 8)

What will be in the course?

This course is an extension of the four basic skills of reading, writing, listening and speaking. Student knowledge of Katakana and Kanji is enhanced, along with an extension of their grammar and vocabulary base. A sound grasp of the basic concepts taught in Year 8 would be a prerequisite for a successful Year 9 course.

Grammatically, students learn the past tenses of verbs and adjectives and also the negative form. Themes are more grammatically sophisticated and follow on from previous units. General communication is enhanced, and students are encouraged to speak more in Japanese through oral presentations. Topics covered will include the Japanese school system and events, hobbies/interests, festivals and seasons, anime and manga, and popular sports in Japan.



YEAR 9

LEARNING AREA: PERFORMING ARTS

Subject Name:	Drama 1 or Drama 2
Level of Study:	Year 9
Length of Courses:	Drama 1 – One Semester (in S1 only) or Drama 2 for the full year
Prerequisite:	NA

In Year 9 students may elect one of the following two Drama options. You can study Drama 1 for Semester 1 (in Semester 1 or Semester 2) or Drama 2 for the full year.

What will be in the course?

DRAMA 1 (Semester 1 or Semester 2)

Year 9 Drama is an active, ensemble-based subject allowing students to delve further into dramatic style. Topics include mime, melodrama, physical theatre, and comedy. Students frequently engage with devising original performances, incorporating costumes, props and set pieces into their work. In addition, students view and respond to a piece of live theatre. It is important to note that you do not have to do a full year of Year 9 Drama to undertake Year 10 Drama. However, if a Year 9 student is interested in studying Drama for a full year, they must enrol in Drama 2.

DRAMA 2 (Full Year)

This subject is a full year course running throughout Semesters 1 and 2, providing the student with a deepened and well-rounded knowledge of Drama. This course is designed for students who are interested in potentially pursuing senior Drama as an option in Year 10. It is a highly collaborative, ensemble-based subject where students work as a team. Topics include viewing and reviewing live theatre, monologues and duologues; stagecraft (including theatre makeup, lighting and set design) and exploring various genres of theatre, including comedy, drama and musicals. The course will culminate with a whole-class production. This course is particularly recommended to passionate creators who are keen to broaden themselves as artists.

Please note: If Drama 2 (Full Year) is selected, it counts as two choices and only two other subject choices can be made.



YEAR 9

LEARNING AREA: PERFORMING ARTS

Subject Name:	Music 1 or Music 2
Level of Study:	Year 9
Length of Courses:	Music 1 – one Semester (in S1 only), or Music 2 for the full year
Prerequisite:	There is a requirement for a student to be able to sing or play a musical instrument for this subject.

In Year 9 students may elect one of the following two music options. You can study Music 1 for Semester 1 (in Semester 1) only or Music 2 for the full year.

What will be in the course?

Music 1 (Semester 1 only) or Music 2 (Semester 1 and 2)

Year 9 Music is a one Semester course held in Semester 1 only or a full year subject (which counts as two elective choices). It is designed to allow students to study solo and ensemble performance within the class as well as further develop theoretical/musicianship and arranging skills (using Sibelius). Students will have the opportunity to work as individuals and in groups creating musical performances.

Students who choose Music 2 often go on to do music in Year 10 and SACE music. It is possible for students who only do one semester of music to also do Year 10 and beyond but this is not advised as the study completed in Semester 2 Year 9 music is prerequisite for Year 10 music.



YEAR 9

LEARNING AREA: PERFORMING ARTS

Subject Name:	Musical Theatre
Level of Study:	Year 9
Length of Courses:	One Semester (in Semester 1 or 2)
Prerequisite:	NA

Year 9 Musical Theatre is a one semester subject that can be studied in Semester 1 or 2.

What will be in the course?

Musical Theatre

Year 9 Musical Theatre is a one semester course held in Semester 1 or 2, and is designed to increase students' knowledge of the history of musical theatre, to look at many important shows, the components of the musical theatre world including creative direction, musical direction, singing, dancing and acting as well as the technical aspects of musical theatre like stage craft, stage management, etc. The subject will include excursions to the Adelaide Festival Theatre complex as well as Her Majesty's Theatre. This subject requires each student to create a project and to report this project back to the class.



YEAR 9

LEARNING AREA: PERFORMING ARTS

Subject Name:	Sound Engineering
Level of Study:	Year 9
Length of Courses:	One Semester (in Semester 1 or 2)
Prerequisite:	NA

Year 9 Sound Engineering is a one semester subject that can be studied in Semester 1 or 2.

What will be in the course?

Sound Engineering

Year 9 Sound Engineering is an introductory course into the technical world of sound reinforcement (Public Address systems), the acoustics of sound as well the use of sound systems in performance spaces like the Governor Hindmarsh Hotel, for example. Students do not need to be musicians to do this course but do need an interest in how we amplify sound and how we use the devices like microphones, mixing desks, etc. We will visit several venues around Adelaide and see how professionals sound engineers do their work.



YEAR 9

LEARNING AREA: PERFORMING ARTS

Subject Name:	Dance 1 or Dance 2
Level of Study:	Year 9
Length of Courses:	Dance 1 - One Semester (in S1 only) or Dance 2 for full year
Prerequisite:	You do not need to be a trained dancer but a desire to dance is critical.

Year 9 Dance is an introduction into the world of dance in a structured and highly practical way.

What will be in the course?

Dance 1

In Year 9 Dance, students study safe dance practice and explore the areas of injury prevention, alignment, static, dynamic and aerobic stretching, and the major muscle groups. They work collaboratively in pairs/ small groups to construct and present a short dance warm up, demonstrating their understanding of these elements. Students also work on progressing their technique and performance skills through learning various dance combinations and choreography across two or more genres. In addition, traditional dance is explored through a research task where students investigate origins and elements of cultural dance from their chosen country of interest.

Dance 2

In Semester 1, students study safe dance practice and explore the areas of injury prevention, alignment, static, dynamic, and aerobic stretching, and the major muscle groups. They work collaboratively in pairs/small groups to construct and present a short dance warm up, demonstrating their understanding of these elements. Students also work on progressing their technique and performance skills through learning various dance combinations and choreography across two or more genres. In addition, traditional dance is explored through a research task where students investigate origins and elements of cultural dance from their chosen country of interest.

In Semester 2, students focus on composition and choreography. Students choreograph dances, working through the creation, selection and organisation of the elements of dance, choreographic devices, and production elements to communicate choreographic intent. Students draw on research and inspiration from other choreographers or dance works to form their choreography and then analyse and reflect on their choreographic process and outcomes. Students continue to work on progressing their technique and performance skills through learning various dance combinations and choreography, focusing on confidence, clarity, style, technique and expression.



LEARNING AREA: ART, DESIGN AND TECHNOLOGIES

In Year 9, the emphasis in each of the six Visual Arts choice subjects is on making. Making refers to technique and skill development relevant to the five subject areas. Students are introduced to context through the exploration of themes and conceptualisation through associating ideas with art practice.



YEAR 9

LEARNING AREA: ART, DESIGN AND TECHNOLOGIES

Subject Name:	Art 2D
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

This subject is designed to develop skills in a diverse range of traditional and non-traditional media and to offer an appreciation of 2-Dimensional art practices. These may include drawing, printmaking, painting, collage and IT skills. Emphasis will be placed on observational skills, experimentation with media and promoting visual thinking processes. Where applicable and appropriate, students will visit gallery-based exhibitions and artist studios to contextualise and focus discussion and theory relating to 2D practices.

YEAR 9**LEARNING AREA: ART, DESIGN AND TECHNOLOGIES**

Subject Name:	Art 3D
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

This subject is designed to develop skills utilising sculptural media and offers an understanding of how specific sculptural terms such as form, volume, space, materiality, and surface exist in 3 dimensions. Course content for this subject is drawn from contemporary practice, focusing specifically on the utilisation of readily accessible materials that contemporary artists are utilising to make three dimensional forms, and the concepts that underpin these works. Ingenuity, innovation, creativity, and flexibility are important attributes of artistic practice that are encouraged through experimentation, and supported by research, investigation, presentation and evaluation. Students undertake a series of small sculptural projects, linked through concept and/or material exploration. Where applicable and appropriate, students will visit gallery-based exhibitions and/or artist studios to contextualise and focus discussion relating to 3 dimensional sculptural practices.

**YEAR 9****LEARNING AREA: ART, DESIGN AND TECHNOLOGIES**

Subject Name:	Art Technology
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

This subject is designed to develop skills for life: skills that can be used in visual art into the senior years, but also in daily life in the future. Work in this area cannot generally be undertaken in any other area of the school. Skills to be undertaken may include woodworking skills, steel work, simple mechanics, plastic work, model making and repurposing recycled materials. Where applicable and appropriate, excursions to workshops and studios will form the focus of discussion, theory and safe workplace/studio practices.

YEAR 9**LEARNING AREA: ART, DESIGN AND TECHNOLOGIES**

Subject Name:	Design
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

This introductory course aims to develop student understanding of the role of design and explore their role as designers within the broader context of their community and society. Students who enjoy creative, process orientated research and experimentation are well suited to design. Students study a variety of design forms that may include architecture and landscape architecture, graphic and product design, or fashion design. Understanding design in context is the principal aim of this course. Where applicable and appropriate, excursions to design displays, exhibitions or studios will assist students to understand design in contemporary contexts.

**YEAR 9****LEARNING AREA: ART, DESIGN AND TECHNOLOGIES**

Subject Name:	Creative Arts: Photography
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

Creative Arts: Photography and Digital Media provides an opportunity for students to develop a confident command of DSLR cameras, photographic techniques and digital media. Students are introduced to manual photography skills, studio lighting and natural lighting concepts, digital editing in Adobe Photoshop and Lightroom, and basic animation. The subject is centred around the creative photography discipline, with composition and narrative also forming central components of the course. Student agency is an important aspect of this course, with the teacher supporting and facilitating student-led inquiry and exploration. Where applicable and appropriate, excursions in the city, as well as in class practical activities, assist students to photograph in a variety of contexts.

YEAR 9**LEARNING AREA: ART, DESIGN AND TECHNOLOGIES**

Subject Name:	Creative Industries: Jewellery and Ceramics
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

This subject provides a foundation for students to develop an applied design practice as professional jewellers or ceramicists. Students will be introduced to several jewellery- making skills, including works in silver, as well as clay hand building and wheel throwing techniques. The development of personal capabilities (personal enterprise, collective engagement and self-motivated learning) is central to student success in this course. This subject is designed to provide a practical foundation for students interested in pursuing commercial design through the Osmond Street Atelier in Year 10 Creative Industries.

**YEAR 9****LEARNING AREA: ART, DESIGN AND TECHNOLOGIES**

Subject Name:	Digital Developers
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

What will be in the course?

Computer programming is rapidly becoming an essential skill in every professional domain. A strong foundation in digital literacies enables individuals to manipulate data and design solutions to complex problems. In this course, students explore computer programming and its exciting applications. They learn the Python programming language, which is the basis of many social media and internet platforms, including Google and Facebook. Students also discover how to create programs that interact with the real world as they build circuits using motors, buttons, LEDs, and microprocessors. This course includes some electronics, engineering, and soldering practice. Finally, students undertake a term-long project, in which they can elect to pursue web development or game design.



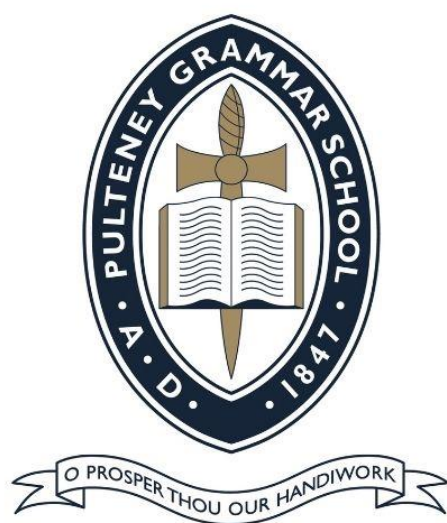
YEAR 9

LEARNING AREA: ART, DESIGN AND TECHNOLOGIES

Subject Name:	Engineering
Level of Study:	Year 9
Length of Courses:	Semester
Prerequisite:	NA

What will be in the course?

Embark on an exciting journey into the world of engineering through hands-on, project-based learning. In this course, students will dive into a range of engineering fields while tackling real-world challenges like designing earthquake-proof structures, constructing model bridges, creating aerodynamic balsa planes, mastering 3D drawing and fabrication, and programming rescue robots. Students will engage in the full design cycle—from initial brainstorming and prototyping to testing and refining their creations. With strong industry connections, this course offers a real-world glimpse into the engineering landscape and inspires the next generation of innovators.



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