

Georges River College
Peakhurst Campus



**Guide to
YEAR 7 (2021)
Assessment**

GUIDELINES FOR ASSESSMENT

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ASSESSMENT PROCEDURES

The Purpose of this Document

The Guide to Year 7 Assessment has been developed to help students plan and prepare for assessments in order to maximise their learning. The document is a guide to the timing and type of assessments that will be used to meet the outcomes of each YEAR 7 course. Assessments can take many forms and students should use their results and feedback from their teacher to help them revise and improve their future assessment planning and preparation. It is the expectation of the school that all students will take responsibility for their learning in order to aim for excellence in each year they are enrolled at GRC Peakhurst Campus.

This document is also a guide for parents and carers to help them support their child throughout the year. It is important that parents and carers ask their child for the specific assessment notification that will be provided prior to all assessment tasks. The specific assessment notification will also be available on the school's web site once issued to the students.

Assessments and homework are seen as a valuable part of schooling. They allow for practising, extending and consolidating work done in class. They provide training for students in planning and organising time and develop a range of skills in identifying and using information resources. Additionally, they establish habits of study, concentration and self-discipline which are important life long skills.

Plagiarism

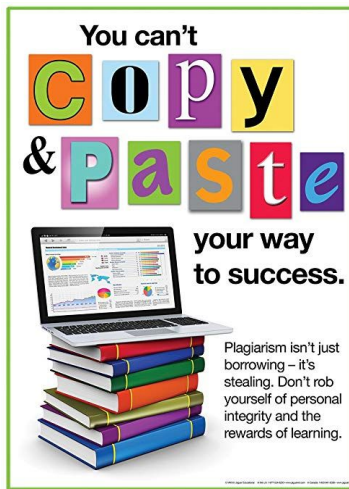
Note: Plagiarism is unacceptable in all forms. Students found to be plagiarising will receive zero marks. All work must be put into your own words and cutting and pasting from any source is considered a form of plagiarism.

Plagiarism

'The imitation or use of another's ideas and manner of expressing them
to be passed off as one's own'

Source: Macquarie Concise Dictionary – 3rd edition.

**Any student giving their original work task to another student
to plagiarise may also incur a zero mark.**



Late Submission of Assessment Tasks

Apart from exceptional circumstances, all work must be submitted on time. If a student knows that they will be absent or representing the school off site on the due date of the task, they must submit the task before the due date.

For group, speaking and practical tasks, refer to the specific assessment notification for the task. Submission of such tasks will be considered on their merit. Computer and printer failure will not be accepted as an excuse for late submission of an assessment task.

Tasks submitted after the due date will incur a 20% deduction of possible marks per school day late.

Task submitted 1 school day after due date	20% deduction in marks
Task submitted 2 school days after due date	40% deduction in marks
Task submitted 3 school days after due date	60% deduction in marks
Task submitted 4 school days after due date	80% deduction in marks
Task submitted 5 school days after due date	100% deduction - 0 Mark Recorded
Regardless of a deduction of marks due to lateness, all tasks must be completed to demonstrate achievement of course outcomes	

Should a task be submitted late, faculties will send a letter to parents confirming that the task has been submitted late for marking.

ENGLISH

In ENGLISH, assessment will be based on:

- Communicating through speaking, listening, writing, reading, viewing and representing
- Using language to shape and make meaning according to purpose, audience and context
- Thinking in ways that are imaginative, creative, interpretive and critical
- Expressing themselves and their relationships with others and the world
- Reflecting on their learning through their study of English

Term	Week	Topics Assessed	Type of Task	Weighting
1	7	Me, Myself and I	Speaking Task	20%
2	7	Text Types	Writing Task - Creative/Persuasive Writing	20%
3	6	Literature / Novel	Reading and Responding Book Review	30%
4	1	Yearly Exam	Literacy based - Multiple Choice, Short Answer and Writing	30%

Scope and Sequence

Term	Week	Topics
1	2 – 6 7 – 10	Me, Myself and I – Biography and Autobiography Text Types – Narrative, Exposition and Discussion Begin Short Stories - Paul Jennings and other Australian Writers
2	1 – 5 6 – 10	Short Stories - Paul Jennings and other Australian Writers Poetry – Study of poetic forms and features
3	1 – 5 6 – 10	Novel Study – Narrative style, themes and setting, including Australia’s Engagement with Asia Begin Film Study - focus on film techniques
4	1 – 5 6 – 11	Film Study – focus on film techniques Drama – Frankenstein (Adapted from novel)

REPORTING OUTCOMES FOR

ENGLISH

Semester 1 Outcomes

YEAR 7

- Responds to and composes texts for a variety of purposes and audiences
- Reads with understanding a wide variety of texts
- Uses language forms and features for effective communication
- Writes sustained imaginative, creative and persuasive texts
- Speaks with confidence and fluency in a variety of situations

Semester 2 Outcomes

YEAR 7

- Reads with understanding a wide variety of texts
- Composes and responds for a variety of purposes and audiences
- Understands the use of language forms and features for effective communication
- Writes with confidence in a variety of text types
- Thinks critically and interpretively about texts

HSIE – HISTORY

(Semester 1)

In HISTORY, assessment will be based on:

- Knowledge and understanding of different people, places and events in the past
- Use of historical sources to gain an understanding of the past
- Application of a variety of skills needed for understanding the past
- Ability to communicate knowledge and understanding in verbal, written, visual and digital forms

Term	Week	Topics Assessed	Type of Task	Weighting
1	6	Source Analysis Task	Hand in	35%
1	9	Otzi Paragraph Writing	Hand In	30%
2	2	Ancient Past, Otzi and Ancient Egypt	Examination	35%
2	9	Ancient China	Historical Skills	Class Assessment

Scope and Sequence

Term	Week	Topics
1	1 – 10	Investigating the Ancient Past, Historical Skills and Otzi Case Study
2	1 – 5	Ancient Egypt
2	6 – 10	Ancient China

REPORTING OUTCOMES FOR HSIE – HISTORY

Semester 1 Outcomes

YEAR 7

- Appropriately sequences historical events
- Describes and explains historical events, people and civilisations
- Identifies the meaning and context of historical sources for understanding the past
- Uses a range of historical terms to describe the past
- Communicates appropriately in written, visual and digital forms

Homework Expectations:

- Homework will be given on a regular basis
- This may be Google Classroom or is to be completed in books
- Students may need to revise information and apply historical skills in preparation for their topic examination.

HSIE – GEOGRAPHY

(Semester 2)

In GEOGRAPHY, assessment will be based on:

- Knowledge and understanding of the natural processes that form and transform environments
- Application of geographical tools in a variety of contexts
- Skills in gathering and interpreting geographical information
- Ability to communicate knowledge and understanding in verbal, written, visual and digital forms

Term	Week	Topics Assessed	Type of Task	Weighting
3	5	Introduction to Geography	BOLTS Mapping Assignment	20%
3	9	Landscapes and Landforms	Tools and Content Examination	40%
4	2	Landscapes and Landforms	Research Report	40%
4	7	Place and Liveability	Geographical Tools	Class Assessment

Scope and Sequence

Term	Week	Topics
3	1 – 4	Introduction to Geography and Geographical Skills
3	5 – 10	Landscapes and Landforms
4	1 – 3	Landscapes and Landforms
4	4 – 11	Place and Liveability

REPORTING OUTCOMES FOR HSIE – GEOGRAPHY

Semester 2 Outcomes

YEAR 7

- Locates and describes the features of different global environments
- Describes and explains the forces that form and transform different places and environments
- Communicates in appropriate oral, visual, digital and written forms
- Locates and interprets geographical information
- Applies a variety of geographical tools

Homework Expectations:

Homework will be given on a regular basis and may require students to:

- Complete class work when necessary
- Complete exercises to reinforce material covered in class
- Revise for examinations
- Complete take home assessment tasks

MATHEMATICS

In MATHEMATICS, assessment will be based on:

- Student knowledge and understanding of key concepts
- Use and application of scientific calculators
- Application of working mathematically skills in the content strands
Number & Algebra / Measurement & Geometry / Statistics & Probability

Term	Week	Topics Assessed	Type of Task	Weighting
1	7	Term 1 Topics	Term 1 Common Test	25%
2	2	Term 1/2 Topics	Term 2 Common Test	25%
3	3	Term 2/3 Topics	Term 3 Common Test	25%
4	2	Term 3/4 Topics	Term 4 Common Test	25%

Scope and Sequence

Term	Week	Topics
1	1 – 5 6 – 8 9 – 10	Computation With Positive Integers Angle Relationships Computation With Positive and Negative Integers
2	1 – 6 7 – 10	Understanding Fractions, Decimals and Percentages Probability
3	1 – 4 5 & 6 7 – 10	Computation with Decimals and Fractions Time Algebraic Techniques
4	1 – 4 5 – 8 9 – 11	Equations Measurement and Computation of Length, Perimeter and Area Introducing Indices

REPORTING OUTCOMES FOR MATHEMATICS

Semester 1 Outcomes

YEAR 7

- Number & Algebra: Computation With Positive Integers
- Measurement & Geometry: Angle Relationships
- Number & Algebra: Computation With Directed Numbers

YEAR 7 LIFE SKILLS

- Working Mathematically
- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

Semester 2 Outcomes

YEAR 7

- Measurement & Geometry: Time
- Number & Algebra: Fractions, Decimals and Percentages
- Number & Algebra: Algebraic Techniques
- Statistics & Probability: Probability

YEAR 7 LIFE SKILLS

- Working Mathematically
- Number & Algebra
- Measurement & Geometry
- Statistics & Probability

MUSIC

In MUSIC, assessment will be based on:

- **Performing:** As a means of interpreting musical symbols, developing self-expression, exploring solo and/or ensemble techniques (Performance Skills)
- **Composing:** As a means of musical creation, developing problem solving and exploring self-expression. (Musical Literacy/Musicology)
- **Listening:** As a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts. (Aural Skills & Musicology)

All assessment tasks are informed and moderated through regular formative class tasks, which focus on all students' achievement and growth throughout the assessment period.

Term	Week	Topics Assessed	Type of Task	Weighting
1	10	Introduction to the Music Classroom Practical Performance.	Performance Practical Skills Test (Class Work)	30%
2	7	Instruments of the World	Performance and Composition	35%
3	7	Instruments of the Orchestra	Listening (Aural) In-class examination	35%

Scope and Sequence

Term	Week	Topics
1	1 – 10	Introduction to the Music Room
2	1 – 10	Instruments of the World
3	1 – 10	Instruments of the Orchestra
4	1 – 11	Music at the Movies

REPORTING OUTCOMES FOR MUSIC

Semester 1 Outcomes

YEAR 7

- Performs music individually and as part of an ensemble
- Composes music with a basic understanding of musical notation
- Listens with aural awareness and a basic understanding of musical concepts

YEAR 7 LIFE SKILLS

- Performs music with some ensemble awareness
- Composes music with some understanding of musical ideas
- Listens with some aural awareness

Semester 2 Outcomes

YEAR 7

- Performs music effectively both individually and as part of an ensemble
- Composes music with a basic understanding of musical notation
- Listens with aural awareness and a basic understanding of musical concepts

YEAR 7 LIFE SKILLS

- Performs music individually and with some ensemble awareness
- Composes music with some understanding of musical notation
- Listens with some aural awareness and limited understanding of musical concepts

PERFORMING ARTS

In **PERFORMING ARTS**, assessment will be based on:

- Completing set, practical tasks/ learn lines/ learn dance steps (Formative Assessment)
- Ability to work independently
- Ability to work cooperatively in a group situation
- Working to achieve their personal best
- Behaving in a responsible and respectful manner

Students will rotate each trimester so that within the year they will have covered the following three areas:

- Dance
- Drama
- Stage Design

Rotation	Rotation Start Date
Rotation 1	29 th May 2021
Rotation 2	3 rd September 2021
Rotation 3	10 th December 2021

Term	Week	Topics Assessed	Type of Task	Weighting
2	7	'Lion King' Performing Arts Day	Performance, Dance, Drama & Stage Design	Formative Assessment
3	8	Lion King excerpt, in Peakform Performing Arts Night	Performance and Stage Design Task	Formative Assessment

Rotation Outline for Performing Arts

Unit	Outline
Dance	<ul style="list-style-type: none">● Warmup – Stretches and light rhythmical movements● Conditioning – exercises that focus on core strength and upper body strength● Skill development● Choreography – Learn a piece (short combination) in the style of the theme for the year● Learning to dance and perform
Drama	<ul style="list-style-type: none">● Improvise and focus games to build self confidence.● Script reading and performance● Development of body language and voice● Learning to act and perform a dramatic part
Stage Design	<ul style="list-style-type: none">● Learning about the use of shapes to create visual meaning● Learning about the use of colour to create visual meaning● Analysing a script or movie to see what props are needed● Learning to create props and masks● Learning to move and perform with a prop

REPORTING OUTCOMES FOR PERFORMING ARTS

Semester 1 Outcomes

YEAR 7

- Completes all set practical tasks
- Works independently
- Works cooperatively in a group situation
- Works to achieve personal best
- Behaves in a responsible and respectful manner

YEAR 7 LIFE SKILLS

- Complete set practical tasks
- Works independently sometimes
- Works cooperatively in a group situation sometimes
- Works to achieve personal best
- Behaves in a responsible and respectful manner

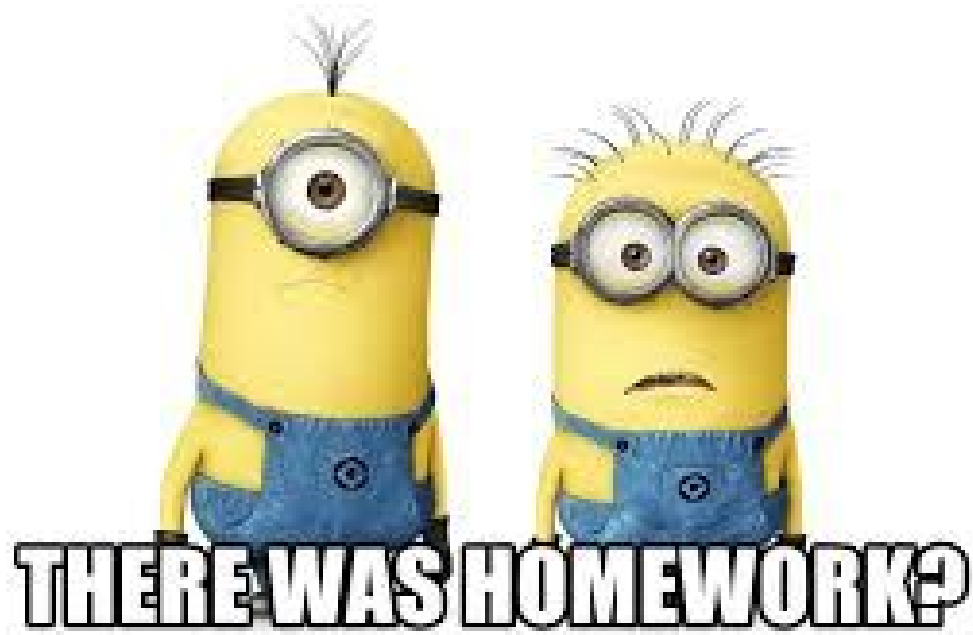
Semester 2 Outcomes

YEAR 7

- Completes all set practical tasks
- Works independently
- Works cooperatively in a group situation
- Works to achieve personal best
- Behaves in a responsible and respectful manner

YEAR 7 LIFE SKILLS

- Complete set practical tasks
- Works independently sometimes
- Works cooperatively in a group situation sometimes
- Works to achieve personal best
- Behaves in a responsible and respectful manner



PDHPE

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

In PDHPE, assessment will be based on:

- Ability to describe the nature of health and analyse how a variety of dynamic health issues may impact young people and society as a whole
- Ability to value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities
- Ability to develop interpersonal skills that enable students to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing
- Ability to demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

Term	Week	Topics Assessed	Type of Task	Weighting
1	9	My Great Big Adventure	Topic Test (In Class)	20%
2	8	Better Version of Me	Video Stimulus Task (In Class)	15%
2	1 – 10	Modified/Team Building Games	Movement Skills Performance and Understanding of Modified/Team Building games (In Class)	20%
3	1 – 6	Invasion Games	Movement Skills Performance & Understanding of Invasion Games (In Class)	15%
3	8	Out of Harm's Way	Public Service Announcement (PSA)	15%
3 4	7 – 10 1 – 3	Net/Court Games	Movement Skills Performance & Understanding of Net/Court Games (In Class)	15%

Scope and Sequence

Term	Week	Topics	
1	1 – 10	My Great Big Adventure (Theory)	
	1 – 5	Circus – Circus (Practical)	
	6 – 10	Athletics/Cross Country (Practical)	
2	1 – 10	Better Version of Me (Theory)	
	4 – 10	Modified/Team Building Games (Practical)	
3	1 – 10	Out of Harm's Way (Theory)	
	1 – 6	Pass It On! – Invasion Games (Practical)	
	7 - 10	Net/Court Games (Practical)	
4	1 – 3	Net/Court Games (Practical)	
	1 – 10	Commit to Be Fit (Theory)	
	4 – 11	Commit to Be Fit (Practical)	

Please Note:

- Sports uniform is required for practical lessons.
- Practical units may change terms dependent on availability of facilities and/or resources.

Homework and Organisation Expectations:

- Complete all class work to the best of your ability
- Revise for examinations
- Prepare for assessment tasks well in advance of the due date
- Undertake library and computer based research
- Bring practical uniform for required lessons

REPORTING OUTCOMES FOR PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

Semester 1 Outcomes

YEAR 7

- Explain the changes that occur during adolescence
- Participates in physical activity to develop fundamental movement skills
- Demonstrates and refines movement skills in a range of modified games

YEAR 7 LIFE SKILLS

- Identify the changes that occur during adolescence
- Participates in physical activity to develop fundamental movement skills
- Demonstrates movement skills in a range of modified games

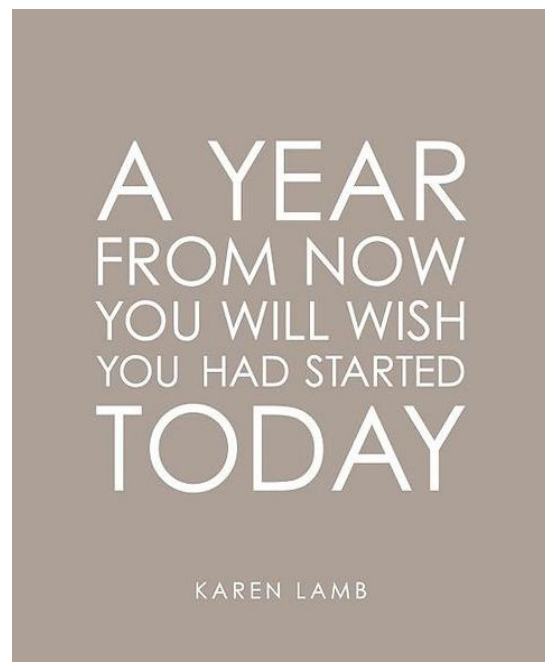
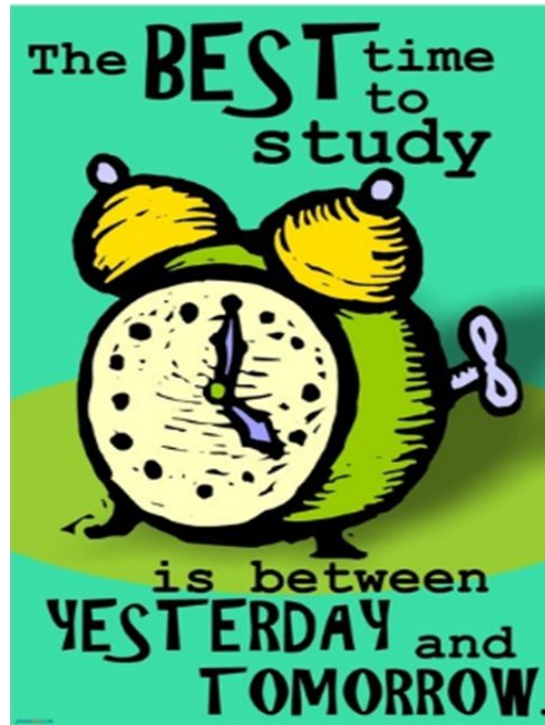
Semester 2 Outcomes

YEAR 7

- Describes forms of bullying and harassment and devises help seeking strategies
- Demonstrate and refines movement skills in a range of invasion games
- Demonstrate and refines movement skills in a range of Net/Court Games
- Evaluates strategies to minimise harm in dangerous situations
- Participates in physical activity to develop an understanding of team play

YEAR 7 LIFE SKILLS

- Identifies forms of bullying and harassment
- Demonstrate and refines movement skills in a range of practical contexts
- Identifies the consequences of risk taking behaviours
- Participates in physical activity to develop an understanding of team play



SCIENCE

In SCIENCE, assessment will be based on:

- Describing and explaining important scientific concepts
- Processing and analysing data
- Undertaking first-hand investigations to collect valid and reliable data
- Communicating ideas using appropriate scientific language and representations

Term	Week	Topics Assessed	Type of Task	Weighting
1	8	Science is.....	Topic Test Knowledge & Practical Skills	15%
2	3	Science is... and Mixtures	Test	20%
2	9	Living Things	Independently Researched and Written Descriptive Report (In Class)	20%
3	9	All Topics	Yearly Practical Skills Test	20%
4	2	All Topics	Yearly Examination	25%
4	7 – 11	Australian Ecosystems	Course Content Booklet	Assist Class Placement

Scope and Sequence

Term	Week	Topics
1	1 – 8 9 – 10	Science is... Mixtures
2	1 – 3 4 – 10	Mixtures continued Living Things
3	1 – 4 5 – 9 10	Astronomy Cells Forces
4	1 – 4 5 – 6 7 – 11	Forces continued Student Research Project Australian Ecosystems

Unit Overview

UNIT TITLE	OUTLINE
1. Science is	Introduction to Science equipment, the Science laboratory and how scientists work, with an emphasis on safely performing practical work.
2. Mixtures	Looking at substances around us. Lots of practical work separating mixtures.
3. Living Things	Looking at how scientists classify living things. Making observations and reading keys is emphasised here.
4. Astronomy	An investigation of the Solar System. Group work to research and present information using a PowerPoint presentation.
5. Cells	Using microscopes to examine different types of cells.
6. Forces	Practical investigations of some important physical forces – gravity, static electricity, friction, magnetism.
7. Student Research Project	Modelling how students can undertake a fair scientific investigation independently. Using word processing and graphing software to present information.
8. Australian Ecosystems	Interactions of plants and animals in different areas of Australia, management of those ecosystems.

At the end of each topic, students are issued with a sheet to help them revise
e.g. Unit 1 - Science is.....

Tick the box when you can:

<input type="checkbox"/>	1. Identify and know the function of the following pieces of laboratory equipment: beaker, tripod, measuring cylinder, wire gauze, filter funnel, retort stand, Bunsen burner, test-tube, test-tube holder, watch glass, tongs, conical flask, evaporating basin, crucible.
<input type="checkbox"/>	2. Draw scientific diagrams of the above mentioned equipment.
<input type="checkbox"/>	3. Use your senses to make accurate observations.
<input type="checkbox"/>	4. List the units of measurement used by scientists.
<input type="checkbox"/>	5. Accurately measure length, volume, temperature and mass of objects.
<input type="checkbox"/>	6. Label the parts of a Bunsen burner.
<input type="checkbox"/>	7. Light a Bunsen burner safely.
<input type="checkbox"/>	8. Write a procedure for an experiment.
<input type="checkbox"/>	9. Briefly outline the work of a scientist you have studied.

REPORTING OUTCOMES FOR SCIENCE

Semester 1 Outcomes

YEAR 7

- Describes and explains important scientific concepts
- Undertakes first-hand investigations to collect valid and reliable data
- Processes and analyses data
- Communicates ideas using appropriate scientific language and representations

YEAR 7 LIFE SKILLS

- Identifies important ideas
- Participates safely in practical tasks
- Suggests ways to solve problems

Semester 2 Outcomes

YEAR 7

- Describes and explains important scientific concepts
- Undertakes first-hand investigations to collect valid and reliable data
- Processes and analyses data
- Communicates ideas using appropriate scientific language and representations

YEAR 7 LIFE SKILLS

- Identifies important ideas
- Participates safely in practical tasks
- Suggests ways to solve problems

TECHNOLOGY MANDATORY

In **TECHNOLOGY MANDATORY**, assessment will be based on:

- Designing, producing and evaluating designs
- Planning and managing projects
- Working safely, independently, productively and cooperatively
- Using a broad range of tools, materials and processes
- Record design and production processes

Students will rotate through three 13 week (35 hour) units. By the end of the year, students will have covered the following technologies/ units:

- Materials
- Agriculture and Food
- Digital Technologies

Technology Mandatory is predominantly competency based with ongoing assessment with students developing design projects. By the last day of the rotation/unit, all assessment activities will need to be submitted.

Rotation	Completion of Unit (Project and Theory Tasks Due)
Rotation 1	10 th May 2021
Rotation 2	30 th August 2021
Rotation 3	10 th December 2021

Homework Expectations

- Bring required equipment e.g. apron and container
- Conduct research and investigations for design projects
- Regularly revise work
- Complete classwork and activity sheets

Rotation Outline for Technology Mandatory

Unit	Outline	Ongoing Assessment	Weighting
Digital Technologies	<p>Students develop knowledge and skills in the use of a general-purpose programming language (Python).</p> <p>Students will work through modules by Arduino Learning and then undertake challenges.</p>	<p>Arduino Tasks / Folio</p> <p>Certificate of Completion</p> <p>Knowledge Quiz</p>	30%
Food & Agriculture	<p>Students investigate how managed environments are used to produce food and fibre. They design, produce and manage a self-watering container prototype to grow quick growing herbs that can be used in their food preparation.</p> <p>Students will also learn that like plants, people need nutrition to thrive and will develop knowledge and understanding about WHS requirements in agriculture.</p>	<p>Food Preparation</p> <p>Design Project Herb Self-Watering Container</p> <p>Design and Production Folio/Workbook</p> <p>Knowledge Quiz</p>	35%
Material Technologies Textiles	<p>Students work with textile materials and undertake the design process to develop manufacturing skills in the construction of a decorated cushion.</p> <p>Students will document their design and production processes in their folo/workbook</p>	<p>Cushion Design Project</p> <p>Design and Production Folio/Workbook</p> <p>Knowledge Quiz</p>	35%

REPORTING OUTCOMES FOR TECHNOLOGY MANDATORY

Semester 1 Outcomes

YEAR 7

- Safely applies tools, materials and processes to produce quality solutions
- Communicates design and production processes
- Explains the impacts of using technology

YEAR 7 LIFE SKILLS

- Participates in the planning and production of designed solutions
- Selects and safely uses a range of tools, materials and processes
- Investigates how technology has improved our way of life

Semester 2 Outcomes

YEAR 7

- Designs and produces quality design solutions
- Documents the application of design and production processes
- Explains how technology impacts society

YEAR 7 LIFE SKILLS

- Participates in the planning and production of designed solutions
- Selects and safely uses a range of tools, materials and processes
- Investigates how technology has improved our way of life



WARNING:
DUE DATES
ARE CLOSER
THAN THEY
APPEAR



KEEP
CALM
AND
GO TO THE
HOMEWORK
CENTRE

VISUAL ARTS

In VISUAL ARTS, assessment will be based on:

Art Practical 70%

- **Making:** Knowledge and skills used to produce creative and technically accomplished artworks (In class)
- **Practice:** Problem-solving ability to select appropriate procedures and techniques to make artworks (In class)
- **Visual Arts Diary (VAD):** Ability to record, organise and present art making process (In class and at home)

Art Theory 30%

- **Research:** Ability to gather and present information on artists (Homework)
- **Theory:** Ability to communicate an analysis of images based on the 'Elements of Art' (In class)

Term	Week	Topics Assessed	Type of Task	Weighting
1	10	Animal Kingdom Elements of Art & Design Drawing	Class Workshops Making & Practice (In Class/At Home) Visual Arts Diary Large Drawing	40%
2	4	Animals in Art Critical Case study: Painting by Artist Lin Onus	Research and open book exam Written up from researched notes as an exam in class (In Class/At Home)	20%
4	2	Animal Kingdom Painting & Ceramics	Workshops Making, Practice and VAD (In Class/At Home) Body of Work Painting on Canvas or Ceramic Artifact	40%

Scope and Sequence

Term	Week	Topics
1	1 – 4	Establish Drawing Level and Remedial or Extension Work
1	5 – 10	Elements of Art & Design, Technical Training and Drawing
2	1 – 4	Case Study - theory Lin Onus
2	5 – 10	Animals in Art 2D or 3D Painting or Ceramics
3	1 – 5	Animals in Art 2D or 3D, Painting or Ceramics continued
3	6 - 10	Canvas Painting or Ceramic Sculpture
4	1 – 8	Canvas Painting or Ceramic Sculpture continued
4	9 – 11	Testing Drawing Level and Remedial or Extension Work & Personal Artistic Reflection and Exploration

Homework Expectations

Students are expected to:

- Complete regular drawing homework/practice
- Complete work from class
- Complete Visual Art Homework Booklets if issued
- Complete homework when notified, such as vocabulary lists, and researching artworks for inspiration
- Revise theory work in preparation for Visual Art exams
- Prepare and complete assessment tasks when set

REPORTING OUTCOMES FOR VISUAL ARTS

Semester 1 Outcomes

YEAR 7

- Makes artworks demonstrating some skill and understanding (Making)
- Independent problem solving and preliminary understanding of artistic practice (Practice)

YEAR 7 LIFE SKILLS

- Makes artworks demonstrating some skill and understanding (Making)
- Responses exhibit a preliminary understanding of problem solving (Practice)

Semester 2 Outcomes

YEAR 7

- Makes artworks demonstrating technical skill and understanding (Making)
- Demonstrates independent problem solving and an understanding of artistic practice (Practice)
- Written responses demonstrate an understanding of art practice (Theoretical)

YEAR 7 LIFE SKILLS

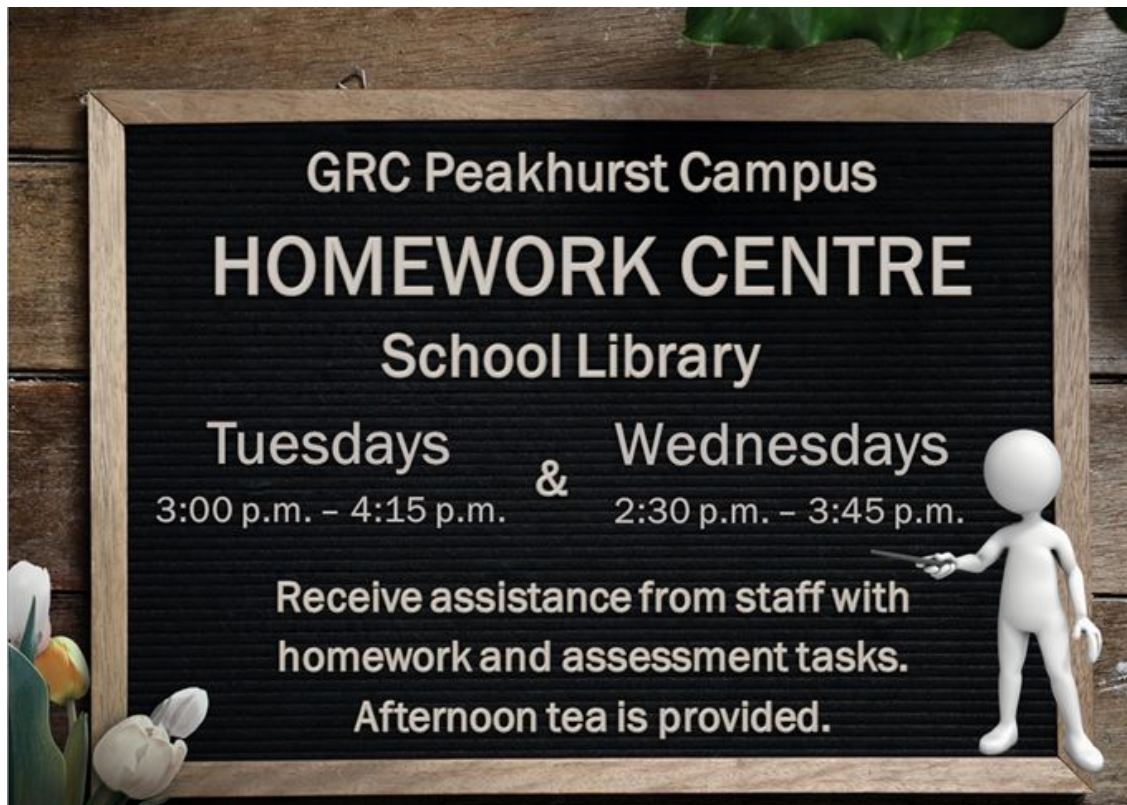
- Makes artworks demonstrating some skill and understanding (Making)
- Responses exhibit a preliminary understanding of problem solving (Practice)
- Researches and presents ideas (Visual Arts Diary & Research)

“

**THE ULTIMATE
INSPIRATION IS
THE DEADLINE.**

”

NOLAN BUSHNELL



GRC Peakhurst Campus
HOMework CENTRE
School Library

Tuesdays **Wednesdays**
3:00 p.m. – 4:15 p.m. & 2:30 p.m. – 3:45 p.m.

Receive assistance from staff with
homework and assessment tasks.
Afternoon tea is provided.