



St Leonard's College
An education for life.

Year 7 Course Guide

2025





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Introduction

Welcome to Year 7 in 2025. This Course Guide provides details of subjects available in 2025.

This course guide provides information about subjects offered in Year 7 that are common for all students. The aims of each core subject are included, as well as details of the content covered over the year, the learning and teaching methods used, and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

Year 7 is the first year of a two-year sequence. Students are introduced to the full range of learning opportunities over Years 7 and 8 with minimum choice, before specialising in later years. Students will have some choice within a balanced program at Years 9 and 10, and then free choice – within some requirements of either the Victorian Certificate of Education (VCE) or International Baccalaureate Diploma Programme (IBDP) – in Years 11 and 12. Students and parents will be given information regarding Year 8 and the choices available, later in 2025.

Within the caring and supportive environment of Middle School, students are encouraged to become actively involved in a wide variety of activities, and to make the most of all opportunities presented to them throughout the year. As students involve themselves and as they mature, they will be able to participate fully in school and community life, making decisions with confidence and being aware of the outcomes and consequences of their decisions.

All students, as a class group and together with their mentor, participate in the Outdoor Education program at Camp Ibis, the College's campsite situated on the Banksia Peninsula. This opportunity allows students to get to know each other and build a sense of community whilst developing skills in outdoor pursuits.

All Year 7 students are part of a Peer Support Group that meets regularly with selected and trained Year 11 student leaders. These groups aim to ensure that Year 7 students feel part of the school community, and encourage the development of social skills, self-discipline and self-responsibility. The Peer Support Program ensures that younger students build connections with older students, and benefit from their experience and understanding of the school system.

Details of student's schoolwork, homework, school commitments, due dates and assessment results are all recorded in STL Link (our learning portal). Students will use this platform everyday as they develop their communication, planning and organisational skills. As part of their pastoral role, Mentors regularly check STL Link to assist their students, and parents are also asked to check STL Link each week.

On a daily basis, Year 7 students are expected to bring their own Apple Mac or Windows laptop (in a protective sleeve), and to ensure that their device is fully charged overnight. Students will use their laptop across all subject areas. Use of their laptop is bound by the [Electronic Device Code of Conduct](#) and the [Agreed Standards for Student Use of Technology](#).

Introduction – Continued

Assessment is continuous and consists of a number of components. Classwork, assignment and project work, oral and dramatic presentations, and home learning all form part of the general assessment, together with class tests. Students are encouraged to prepare for tests by revising their work regularly, and to organise their time for assignments, thus establishing an effective study routine. Broadly, regular assessment is designed to enable students to demonstrate that they have reached the learning objectives associated with each course. These objectives will include, as indicated in this booklet, the skills developed and the processes involved in the completion of tasks, as well as the content matter and presentation of the finished product.

Student progress is regularly reviewed throughout the year. There will be formal opportunities for parents to discuss the progress of students through parent-teacher interviews held in Semester 1 and 2. Should there be any matter for concern, parents are encouraged to contact the Head of Year 7 to discuss the matter further

The subjects studied during the year are indicated below, with the number of equivalent 80-minute sessions allocated to each class over the two week timetable cycle.

| Subject | Equivalent 80 minute sessions per fortnight |
|-------------------------------|---|
| English | 6 |
| Mathematics | 6 |
| Science | 5 |
| Geography/History* | 5 |
| Languages Other Than English | 4 |
| Sport and Sport Skills | 3 |
| Visual Arts | 3 |
| DigiSTEM* | 1 |
| Drama* | 2 |
| Food Science* | 1 |
| Health and Physical Education | 2 |
| Music | 1 |
| Self and Society* | 1 |

*One semester only

We encourage all students to do their best in all opportunities presented to them in Year 7. The first year of secondary education is a very exciting time, and we wish the very best in their endeavours in 2025. If you have any queries about future courses, please don't hesitate to contact me.

Susanne Haake

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DigiSTEM

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies, and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring, and sustaining societies in natural, managed and constructed environments.

This semester-long course involves the intersection of science, technology, engineering and mathematics (STEM). Students will combine the use of new technologies - such as 3D printing, Raspberry Pi micro-computers and robotics - to build working solutions.

DigiSTEM will develop students' skills in problem solving and critical thinking, digital literacy, creativity, innovation and collaboration. It aims to:

- Use computational thinking to create digital solutions
- Use digital systems to automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Develop students' confidence as critical users of technologies and producers of designed solutions
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences

Content

DigiSTEM encourages a diverse array of important new thinking skills. Students will be challenged via problem solving projects to develop their design, computational and creative thinking skills. They will:

- Make an interactive pixel-based pet by using 'Python' programming language
- Construct a model car using set materials that can demonstrate force transfer by way of a simple motor

Learning and teaching methods

In DigiSTEM classes, students will be given big questions and problems to solve and be expected to develop and design their own personalised solutions. In doing so, either individually or in small teams, students will gain an array of important 21st century skills.

Other classroom activities may involve simple logic puzzles, pattern recognition, analysing and visualising data, the design of user experiences and evaluating design ideas.

Assessment

- Class work
- Programming test
- Project work

Drama – Mime and Melodrama

Aims

The program aims to encourage and develop students' confidence and interest in drama, while fostering their thinking skills, techniques, and imagination in creating and making work. It seeks to enhance their understanding of artistic criticism, aesthetics, and awareness of self and others. Additionally, the program promotes creative risk-taking, curiosity and excellence, and encourages students to consider the social, cultural and historical influences of drama. It also focuses on developing creativity, communication skills and overall confidence. Another aspect of this semester-long course is The Night of the Notables, which is a cocurricular experience taught across both Drama and History.

Content

This course seeks to introduce students to the following components of drama:

- Dramatic method and ensemble skills: basic skills and terminology for individual and group work
- Mime: fixed point and snap techniques, mimed space, development of a routine
- Movement: basic movement skills and sequences, essential elements of shape, level, dynamics, rhythm and line to create meaning
- Dramatic creation: basic techniques and structures for developing scene work
- Characterisation: personifying and embodying historical characters grounded in research
- Role and narrative: constructing stories in character, considering historical perspectives and structured storytelling
- Mime and Melodrama: exploration of conventions of the genre, creating a performance piece based on use of the style

Assessment

- A mime and melodrama group performance
- A Night of the Notables interview performance in pairs

English

Aims

English in Year 7 aims for students to continue developing their ability to use the conventions of written English, write in a variety of styles, listen carefully, and speak clearly and coherently. Additionally, it seeks to ensure that students read fluently and perceptively, and appreciate a variety of literature, including works from popular culture.

Content

English Skills Builder Book 1 will be used throughout the year to develop skills in grammar, spelling, punctuation and vocabulary. Students will also explore conceptual questions using a variety of texts:

- How do we communicate our perspectives?
- How do we make meaning from texts?
- How do our environments shape us?
- What is the relationship between identity and belonging?
- How can collaboration generate new insights?

Learning and teaching methods

- Oral work: This includes class discussions, group work, oral presentations, and podcasts
- Written work: Students are encouraged to try different styles such as narrative, personal writing, persuasive writing, analytical writing and imaginative writing
- Reading: A wider-reading lesson in the library occurs once per cycle and English novels will be read in class and for home learning

Assessment

A variety of short and long writing exercises in different genres:

- Oral work in varied settings
- Collaborative work
- Assessment tasks each term

Food Science

Aims

Food Science is a semester-long subject which aims to expand students' views of food and eating through the development of practical cooking techniques. The subject promotes healthy eating by gradually expanding students' food preferences and choices in line with The Australian Guide to Healthy Eating. In addition, the practical component of the course provides opportunities to gain skills in food preparation, time management, organisation, communication and teamwork. This subject contributes to life-long learning and students of all abilities are encouraged to participate and learn important skills that can be incorporated in the future.

Content

Topics covered in this unit include:

- Practical food skills and knowledge, which involves planning, food preparation, time management, safe use of equipment and appliances, and food hygiene:
 - simple meals: using vegetables, fruits, cereals and meat
 - quick and healthy snacks
- Making healthy food choices – food selection models and their application

Students undertake a variety of practical tasks that serve to reinforce nutrition knowledge gained throughout the course whilst also developing food preparation skills.

Learning and teaching methods

- Production – practical application and management
- Skill in the use of equipment and appliances
- Group tasks

Assessment

- Practical cooking assessment
- Cook-at-home task

Geography

Aims

Geography in Year 7 is an introductory course and, over one semester, aims to provide students with the skills they will need for the study of Geography in higher year levels.

Students will develop thorough mapping skills and be able to explain the characteristics of places and the interconnection between natural features and human places. The skills needed to gather data and present fieldwork will be developed during this unit.

Content

Geographical Skills

This unit introduces students to geographical concepts for their study of Geography. They cover Space, Place, Interconnection, Change and Environment, Sustainability and Scale. Students familiarise themselves with mapping conventions and concepts and will be asked to identify, describe and present data on a map in test conditions. They will also begin to understand why people live where they do and the factors that contribute to a place's liveability.

Water and our World

Water is all around us and is one of the world's most valuable resources. It is important that we understand how we can use and manage water as a resource. Understanding weather systems and reading warning signs can help us determine the best plan to manage and respond to extreme weather events.

Students are introduced to the nature of fieldwork, through an analysis of sustainability in their homes.

Learning and teaching methods

Mapping skills are an integral part of any geography course, and students will undertake practical activities which will cover the skills of:

- Using latitude and longitude
- Topographic maps
- Flow charts and diagrams
- Aerial photographs
- Field sketches
- Weather maps
- Climate graphs
- Surveys
- Land use maps

Assessment

- Class work
- Case studies
- Fieldwork
- Tests

Health and Physical Education

Aims

Health and Physical Education (HPE) aims to develop and apply students' motor skills to game scenarios, aquatics, movement skills and athletics. Students will develop an understanding of and appreciation for physical, mental and social health. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Content

Students have two periods of HPE per 10-day cycle. Each term, a health concept will be explored in two to three lessons, with the remaining HPE lessons devoted to practical PE classes. Students will also participate in Sports Skills once per cycle, which links HPE concepts with their ACS sport of choice.

Health Component

Health concepts are explored in the following units:

- Dimensions of Health
- Growth and Development
- Food and Fitness
- Substance Abuse

Physical Education Component

Students will undertake six specific practical units:

- Invasion Games
- Striking/Fielding Games
- Net/Wall Games
- Aquatics
- Athletics
- Movement Skills

Sports Skills

Students will participate in a non-assessed sport program, which has one sport skills session per cycle, and an ACS game or training every Tuesday.

Health and Physical Education – Continued

Learning and teaching methods

The activities offered in Year 7 assume a competent level of fundamental motor skill development in earlier years. Most games are taught using a game sense method approach, learning tactics and techniques through games. In addition, students will continue with an aquatics program, whereby they learn in small groups of approximately six students. Classroom-based sessions will involve individual, small group tasks and discussion.

Assessment

Assessment and reporting is based on a variety of assessment rubrics, including:

- Concept-based written tasks
- Participation in practical classes
- Aquatics
- Athletics
- Game Sense (Invasion, Net/Wall and Striking/Fielding Games)

History

Aims

This subject involves the study of a number of societies that existed thousands of years ago. The course aims for students to understand how these societies developed and how ideas, people and events changed them. Students develop skills in categorising events, placing them on a timeline, and describing the motives and actions of people living in ancient societies from different points of view.

Content

Students examine how historical evidence is found, the role of archaeologists, the differences between primary and secondary sources, and the concept of chronology. Students are introduced to these concepts through the study of early civilisations such as First Nations Australians and Mesopotamians, before examining societies around the Mediterranean and Asia, exploring their origins, cultures, and political and economic structures.

Learning and teaching methods

Each unit is designed to develop the students' knowledge and skills by using a variety of activities. Students deepen their understanding of the past through use of the six historical thinking concepts. They will establish historical significance, use historical sources, identify continuity and change, analyse cause and consequence, understand historical perspectives, and evaluate historical interpretations. Students use broad and transferable skills to synthesise their ideas into sophisticated and insightful responses to a variety of assessment tasks.

Assessment

- Research projects
- Investigation reports
- Source analysis
- Timelines
- Tests

Languages Other Than English

Aims

Learning Languages Other Than English (LOTE), involves learning how to communicate in a new language and experiencing another culture. Students also learn the structure of the language, which enables them to reflect on how their own language works.

Language students have the opportunity to be active participants in the global village, become better communicators and expand their literacy skills. They can develop intercultural understanding and empathy, increase their cognitive flexibility, learn new languages and adapt to new cultures more easily. Additionally, they can broaden their vocational options.

Students entering Year 7 must choose to study one language out of Chinese, French or Spanish.

Content

Chinese Mainstream caters to students with no prior learning of Chinese language and script. The course introduces the basics of Chinese, including the written script, and develops vocabulary that allows students to express concepts from daily life, primarily through speaking and listening.

Chinese Advanced is designed for students who have some background in the learning of Chinese. Both courses use the overarching theme of 'China everyday' to introduce or enhance students' knowledge of Chinese. The course focuses on the use of spoken and written Chinese in a range of contexts, as well as using a range of spoken and print sources to explore the topics of family, home and hobbies.

French Mainstream is for students with no prior learning of French language. Students will learn the alphabet, how to pronounce sounds correctly, how to greet friends and family, how to ask about friends' places of residence and languages spoken, and the numbers up to 100. They also learn how to talk about their family, friends and pets.

French Advanced is for students who have some background in the study of French. Students will be able to read aloud correctly, talk about sports, school, clothing and music. They will explore making calculations about an area, designing clothes and how to express respect to cultural differences. Both groups learn how to ask and answer what the time is and talk about the various festivals and special celebrations. Videos and project work introduce them to France and French-speaking countries.

Languages Other Than English – Continued

Spanish Mainstream aims to awaken students' interest in the language and culture through a communicative approach. The skills of listening, speaking, reading and writing are developed while learning about greetings (such as name, age and address), numbers up to 100, days of the week, the alphabet, school, housing, food, parts of the body, animals, likes and dislikes. Students will learn how to read aloud and to ask and answer simple questions.

Spanish Advanced is designed for students who have some background in the study of Spanish. Students will be able to talk about family, school, leisure activities, the weather and the calendar. Both groups learn about the many Spanish-speaking countries located in Latin America, Europe and Africa, and their cultures. Students will also learn how to ask and answer what the time is, and talk about various festivals and special celebrations.

Please note, that placement into an advanced language class is based on ability and experience and is not guaranteed. Parents will be notified via email prior to the release of 2025 booklists as to which LOTE pathway their child will be placed in.

Learning and teaching methods

Activities included in the study of language include:

- Role plays to foster fluency, presentations and dramatic skills
- Repetition and game activities to establish good pronunciation and intonation habits, and to foster automatic language production
- Writing exercises to reinforce language learnt through listening and speaking
- Watching videos to learn about culture and practise language items
- Preparing brochures or posters to use language in creative ways
- Working in groups to practise speaking and writing skills, and to develop cooperative learning
- Using their laptop, students will practise language skills through games and in the preparation of assignments

Assessment

- Listening, speaking, reading and writing tasks
- Workbook and home learning exercises
- Assignments
- Tests

Mathematics

Aims

Mathematics provides students with access to important mathematical ideas, knowledge and skills. The aims of mathematics education are to ensure students:

- Can apply knowledge and skills through learning and practising mathematical algorithms, routines and techniques, and using them to find solutions to standard problems
- Are confident, creative users of mathematics and communicators of mathematics, able to investigate, represent and interpret situations
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to reason, pose and solve problems in the areas of content of each course

Content

The content is formed by topics from the strands number and algebra, measurement and geometry, and statistics and probability. Specifically, topics studied include directed number, whole number properties, algebraic expressions and equations, fractions, percentages, parallel lines, angles and polygons.

Learning and teaching methods

In mathematics, students expand and organise their thinking in more formal ways by becoming involved in processes such as critical and creative thinking and problem solving in addition to formal, explicit teaching of skills. Learning tasks will provide opportunities for students to work both independently and collaboratively with others. In the first year of secondary mathematics, it becomes increasingly important for students to monitor their own learning, identify areas that need further work and understand how to address these in positive ways.

At the end of each topic, time is set aside for a consolidation or extension phase based on student performance in the topic. These classes include either another opportunity to review the material and build on understanding, or to cover course content to a greater depth and with a greater emphasis on problem-solving.

All Year 7 students participate in the Australian Mathematics Competition. High achievers may be offered the chance to participate in the Australian Mathematics Challenge and the University of Melbourne Mathematics Competition.

Assessment

Students will be evaluated on graded assessment tasks such as topic tests and problem-solving tasks.

Music

Aims

Music aims to build students' confidence as creative, innovative, thoughtful, skilled and informed musicians. The subject provides knowledge and skills for listening, composing and performing, fostering appreciation and respect for diverse musical traditions. The program helps students understand music as an aural art form, encouraging independent learning.

Content

Students develop singing, performance, creating and music language skills through practical, hands-on learning. All Year 7 students attend a cocurricular ensemble rehearsal every week. Students enrolled in private music lessons will attend one of the following:

- Middle School Choir
- Pops/String Orchestra
- Concert Band

Students not enrolled in private music lessons will join the Beginner Cocurricular Ensemble to explore beginner instruments.

As the year progresses, students in private lessons focus on their chosen instrument, while others start the Beginner Instrument Program with small group lessons based on their preferences and strengths. Ensemble options expand to include:

- Beginner String Ensemble
- Beginner Band

At the end of Term 3, students who complete the Beginner Instrument Program are offered subsidised group lessons for Term 4.

Throughout the year, students also use classroom keyboards, percussion instruments, and music technology.

Instrument hire

St Leonard's College offers hire instruments at a reduced fee for the Beginner Instrument Program.

Assessment

- Performing
- Creating
- Music language and literacy

Science

Aims

Science education develops students' abilities to ask questions and find answers about the natural and physical world.

Our science curriculum encourages students to develop knowledge and skills central to biological, chemical, earth, and physical sciences. It aims to help students apply their scientific knowledge and understanding of key theories, principles, and ideas to explain and predict events in the natural and physical world. Additionally, the curriculum focuses on developing and using the skills of scientific investigation, reasoning, and analysis to generate or refine knowledge, find solutions and ask questions.

Content

This course introduces students to various aspects of science and the way scientists work. The topics listed below are used as a means to introduce and develop the skills and interests needed to be successful in further scientific studies. Important basic concepts are introduced and used to challenge the thinking and hypothesis-forming skills of students. Areas of study include:

- Introducing the science laboratory
- Water – mixtures, solutions, and particle models and why water is so important
- Life and living – characteristics of life, classification and ecology
- Physical world – forces

Learning and teaching methods

A variety of learning activities will be used, including research assignments based on library, internet, journal, and practical sources. Students will engage in class discussions, digital simulations, and home learning activities. They will also benefit from guest speakers and excursions to scientific places of interest. The course will involve applying the principles of the scientific method to problems and challenges, as well as formatting and manipulating data, results, and other information.

Assessment

A range of tests, experiments, investigations and projects are used to assess the skills of collecting and using information through observation, measurement, experimentation, interpretation and problem solving.

Self and Society

Aims

Self and Society is a subject which enables students to think critically and rationally, to consider alternative perspectives from the world we are a part of, and to consider themselves and their responses to the questions and concepts we explore.

The aim of this course is to develop our students' ability to ask and answer philosophical questions that link to the Christian perspective and their own world view. We focus on the Socratic Method for students to delve into their opinion, so that they can be confident in their perspective.

Students will be encouraged to:

- Formulate philosophical questions about religion and the wider world
- Practice the Socratic Method
- Reflect on, reason with, and consider their perspective in relation to the philosophical questions that we explore
- Examine, compare, and contrast different perspectives towards these debatable questions.

Content

Throughout each cycle, students will explore a different philosophical question. These include examining the nature and definition of religion, investigating the relationship between religion and science, and discussing the concept of proof in the context of God's existence. Additionally, they will delve into the question of whether God exists and clarify what is meant by 'God' in these discussions. Students will also consider whether the existence of evil poses a problem for believing in God, contemplate the potential for individuals to effect change in the world, and reflect on the impact Jesus has had on the world.

Learning and teaching methods

Each lesson is crafted to enhance students' knowledge and skills through a diverse range of activities. These include writing journal entries, participating in class discussions, completing research tasks, engaging in concept games, working on collaborative group tasks, and preparing presentations.

Assessment

- Journal entries and other class work
- Socratic dialogue
- Short written responses

Sport

St Leonard's participates in the Association of Coeducational Schools (ACS) for sport and participation is compulsory for students in Years 7 to 11 (optional cocurricular Year 12).

Year 7 ACS Sport is played every Tuesday afternoon. There are two seasons of sport, summer and winter. The summer season is in Terms 1 and 4 and the Winter season run over Terms 2 and 3. Students are required to play or train every Tuesday afternoon throughout the year.

If a sport is oversubscribed, trials may be conducted at the start of the season to determine who makes the final team(s). Students who miss out on their preferred sport will be given another option for that season.

Match times

Games start at 2.30pm (with the exception of cricket which starts at 2.00pm) and continue until completed. All sports finish by 4.00pm (4.30pm for cricket).

Students return to school at approximately 4.30pm for home games and 5.30pm for away games (5.00pm and 6.00pm respectively for cricket). On training days, students will finish at 3.35pm. The main aims and outcomes of the Sports program include:

- Developing the student's skills, knowledge of the sport, fitness and teamwork
- Students learning to work together with their coach and team-mates and become a reliable and valuable member of a team
- Students develop a life-long love of participation in sport, whereby they continue playing and being physically active after they leave the College

| Summer | | Winter | |
|------------|--------------|-----------------|-----------------|
| Girls | Boys | Girls | Boys |
| Soccer | Basketball | Basketball | Football |
| Softball | Cricket | Football | Mixed Badminton |
| Tennis | Hockey | Hockey | Soccer |
| Volleyball | Softball | Mixed Badminton | Tennis |
| | Table Tennis | Netball | Volleyball |
| | | Table Tennis | |

Students also participate in House Sport (Swimming, Athletics and Cross Country) and have the opportunity to be selected to represent the College in the ACS Swimming, Athletics and Cross Country Carnivals.

If you require more information, please contact Tony Kiers, Head of Sport, either by phone on 9909 9469 or via email at Tony.Kiers@stleonards.vic.edu.au.

Visual Arts

Aims

The Visual Arts program promotes the development of visual literacy through a variety of creative experiences based on the following:

- The exploration of visual arts practices as inspiration to develop themes, concepts or ideas in artworks, and to understand how artists use materials, techniques, technologies and processes to realise their artistic intentions
- The experimentation with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks
- The development of skills in plan and designing artworks, documenting artistic processes and practices, and creating and presenting artworks
- The identification and connection of specific features of visual artworks from different cultural contexts, including artworks by Aboriginal and Torres Strait Islander peoples

This course encourages students to experiment with visual arts conventions and techniques to represent themes, concepts and ideas through their artworks in two and three-dimensional art forms with consideration to the presentation of their work to an audience.

Content

The program consists of the following:

- Two-dimensional forms: drawing, painting, printmaking, digital technologies
- Three-dimensional form: Ceramics

Visual diary

Students are required to use their visual diary to enhance ongoing research, design and development in a range of journalling tasks. This will document the design processes undertaken in class in a sequential and organised manner and will include drawing, designing, experimentation and the annotation of creative and critical thinking, processes and ideas.

Responding to art

Responding to art stimulates imagination, challenges perception, and develops creative and analytical skills. Students will research a variety of artworks produced by artists from different times and cultures, supporting the development of an empathetic world view.

Visual Arts – Continued

Learning and teaching methods

Exploration of aesthetic, conceptual, and technical skills and processes are fundamental to students' personal experiences and creative expression. They will also develop skills in project management as they address each area of study through:

- Research and experimentation
- Planning and annotation
- Technical skills and processes
- Conceptual and aesthetic resolution
- Visual literacy – analysis and appreciation of art styles

Assessment

Assessment criteria is provided at the beginning of each area of study. All areas of study will be combined to ascertain an overall grade at the end of the semester.

Year 7 Course Guide

Contacts

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Drama – Mime and Melodrama

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Visual Arts



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