



# **Junior Secondary**

*Experience the opportunities*

## ACKNOWLEDGING THE GIMUY WALUBARRA YIDINJI PEOPLE

Cairns State High School acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of our land, the Gimuy Walubarra Yidinji people, and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

Ancestors have walked this country and we acknowledge their special and unique place in our school's historical, cultural and linguistic identity.

## PRINCIPAL'S MESSAGE

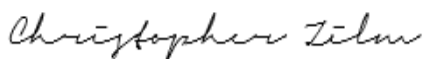
### WELCOME TO CAIRNS STATE HIGH!

This information book aims to help you become familiar with Cairns State High so you can be ready for next year. It showcases our Guiding Statement, provides information about the transition to High School and how Year 7 and 8 work on a day to day level. You will also get an idea of what each subject will be like in the curriculum section.

Year 7 and 8 are closely related in that students participate in a range of subjects to build on their experience at Primary School. Our objective is to see every student improve and make the most of every opportunity in the school.

We look forward to providing you with more information during the transition process. I encourage you to take the time to look at the extensive information on the school website and welcome your contact at any time if you would like to share more background or have any concerns.

This is a great time to be at Cairns State High! Be the best we can be!



Christopher Zilm  
Executive Principal

## GUIDING STATEMENT

2021-2024



### ATTRIBUTES OF A CAIRNS STATE HIGH LEARNER:

<b>Inquirers</b>	develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	people explore concepts, ideas and issues that have local, national and global significance. In so doing, they acquire in-depth knowledge and develop a deep understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems to draw justified conclusions, and make reasoned, ethical decisions.
<b>Effective communicators</b>	understand and express ideas and information confidently and creatively in a variety of modes of communication and in more than one language. They work effectively and willingly in collaboration with others.
<b>Principled</b>	people act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded and flexible</b>	people understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring and cooperative</b>	people show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and work collaboratively to make a positive difference to the lives of others and to the environment.
<b>Confident to embrace new challenges</b>	means approaching unfamiliar situations and uncertainty with courage and forethought, and having the independence of spirit to explore new roles, ideas and strategies. These people are brave and articulate in defending their beliefs.
<b>Balanced and resilient</b>	people understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	people give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



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Elective subjects

Art.....10

Chinese (Mandarin) .....10

Dance .....11

Dance extension .....11

Design and Technology.....12

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Drama .....13

Drama extension.....14

Economics and Business .....14

Home Economics .....15

Italian .....15

Japanese .....16

Music .....17

Music extension.....17



## CARE AND WELLBEING

The needs of the student drives all that we do at Cairns State High including the organisation of our Executive Leadership Team. We want to know every student well and to achieve this, we have effectively created three sub-schools as well as one overarching position to lead the strategic management process in the school. The needs of our students differ and develop as they mature and move from early to late adolescence so this arrangement helps to tailor our programs to best meet their needs:

- Intellectual
- Emotional
- Physical
- Social

Each of these experienced educators takes stewardship for the young people in their care. They coordinate services, monitor every student's progress and establish the support available to ensure optimal engagement and attainment. They lead the wellbeing programs for their students and work with a range of stakeholders including the faculty Heads of Departments (Curriculum) to provide the best curriculum pattern for your child.

The work of the Executive Leadership Team is supported by the Executive Principal, Mr Zilm and they all work together to ensure a seamless progression through the school as the student moves from Year level to Year level.

The Head of School is the main contact for general issues or concerns you may have regarding your child's progress at Cairns State High. We all welcome your communication.

## C4DL: CENTRE FOR DIVERSE LEARNERS



Under the leadership of the Head of Special Education Services, a team of Special Education Program Case Managers and support staff work closely with all teachers to provide the most inclusive education opportunities possible to students with verified disabilities. Students with Learning Support needs, or those from non-English speaking backgrounds are also supported through the C4DL.

The Special Education Program provides two key levels of support to students:

*Case management support and liaison with students and classroom teachers in cases where students primarily access a mainstream program of study.* Curriculum is delivered at the age appropriate level, although the methods of teaching and assessing the curriculum can incorporate reasonable adjustments to ensure the student can effectively demonstrate their ability in the subject area.

*Intensive support delivered through a highly modified curriculum and assessment program.* Students access the curriculum at junctures described in an Individual Curriculum Plan and assessment formats accommodate students' strengths and individual capabilities. Modified curriculum is delivered in small group settings with SEP teacher and teacher aide support throughout junior secondary.

In senior secondary, students transition to a course identical in content to their age peers, but with reasonable adjustments applied.

## SUPPORT SERVICES: WHO CAN WE GO TO FOR HELP?



### Social emotional support

Cairns State High has three full-time Guidance Officers who are available every day.

They support students with stress and coping skills, mental health support, friendship issues and any other concerns.



### Career Guidance

Part of the program of pastoral care is about career education – exploring interests and possible careers then planning a suitable learning program and choosing subjects. There is counselling and support available from the Guidance Officers who also connect students with university and TAFE.

For older students who are looking at work or a trade after school, we also have a Head of Department and support staff who manage our extensive work experience, school-based traineeship and apprenticeship programs. **Mr Mark Harland** leads this team.



### Health Services

If a student is unwell or is injured, we have a fully-serviced sick bay staffed by a caring and experienced first-aider, **Mr Bruce Morris**.

The Department of Health also employs a School Based Youth Health Nurse located at the school. The nurse provides young people with health related advice and services.



### Chaplaincy

The School's P&C has elected to support the federal Chaplains in Schools program. The Chaplain provides support to those students who elect to seek it. In ongoing situations parents/carers are contacted as approval must be given.



### Student services office

There are a range of staff working in our student services office. They

- Manage daily rolls and record absences
- Investigate truancy
- Send SMS messages to parents/carers of students absent unexplained daily
- Process late students and early departures
- Provide uniform passes
- Manage the after school detention list.



### School Staff

*Subject teachers:* The best place to start when you have a concern is with your child's teacher. There is up-to-date list and email contacts on our website:

<https://cairnsshs.eq.edu.au/Ourschool/Ourstaff/Pages/Ourstaff.aspx>

*Subject HODs:* Each subject has a teacher who reports to a Head of Department. Contact a Head of Department when there are issues you need assistance with

*Year Coordinator:* A year coordinator can be a great person to contact if you have general welfare concerns for your child.

*Behaviour Support teacher:* To support the range of support programs we have available, we also have a full time teacher working with students needing social skill development. Parents/carers are engaged in the planning for these programs with the Head of School.

## IMPORTANT THINGS TO KNOW

Canteen	The School operates a canteen every day. Healthy options are available for purchase and can also be pre-ordered.
Payments	Students and parents can make payments electronically or in person at the main office up the flight of stairs at the Sheridan/Upward Streets corner.
Uniforms	The School operates a uniform shop on Sheridan Street. Students can access the shop from within the school in C Block.
Text book	The school operates a student resource scheme. Some subjects use printed text books and these are issued when needed under teacher supervision. An increasing number of subjects are now using e-books.
Assembly	Students have a weekly assembly in Crosswell Hall. Year 7s are on Monday and Year 8s are on Fridays. The Year Coordinators run them.
Formal assembly	Each Semester, students participate in a formal assembly. Formal uniform is expected to be worn and a set protocol is followed. Students are briefed on the expectations before the assembly.
Sport	Year 7 and 8 will participate in a sport program for recreation as part of the RAW lesson.
Lunctime activities	Students can participate in a number of lunchtime activities like knitting club, table tennis or games. Students are encouraged to engage in physical activity by bringing sporting gear and playing on the oval. Handball is quite the popular game.

## IMPORTANT POLICIES: WHAT TO KNOW AND WHERE TO FIND THEM

<https://cairnsshs.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx>

- Administering First Aid and medication
- DET Administration emergency medication form
- Assessment policy 7-9
- Assessment policy 10-12
- Attendance
- Computer Use
- Homework
- Personal Electronic Devices
- Refund
- Responsible Behaviour and Wellbeing Plan
- Strategic Plan
- Uniform

## UNIFORM: BEING A PROUD MEMBER OF CAIRNS STATE HIGH

Cairns State High is a uniform school for which the P&C Association have signified their support. Upon enrolment all parents/carers are asked to agree to their child wearing the uniform according to the Uniform Policy. Uniforms project a united and dignified presence, and show that students belong to the Cairns High community.

The school colours are royal blue and white. Students are expected to be clean and well groomed. School dress is to be neatly and tidily worn. The official uniform is to be worn to all general classes and excursions outside the school unless instructed otherwise. Students are also expected to carry their ID with them at all times and produce it when requested.

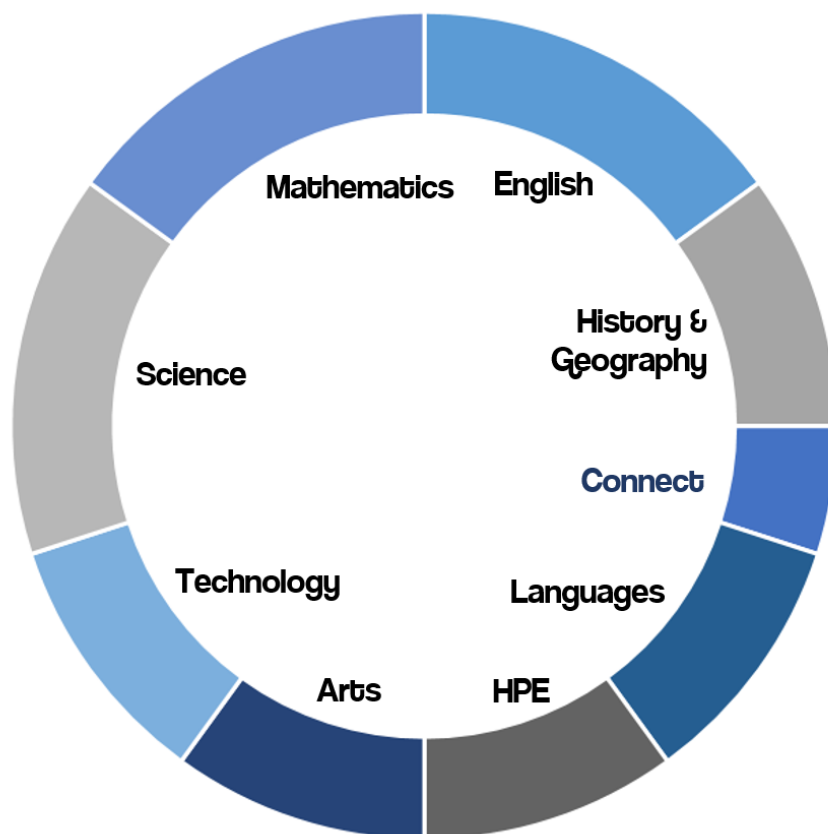
Students are only permitted to wear items that meet the standards indicated below:

<b>Allowable combinations for students in Year 7 – Year 12</b>
<p><b>Sport or Day Uniform</b></p> <p>Students can wear their sport uniform on a day-to-day basis or their formal uniform. Each is a 'set' and cannot be mixed.</p> <p>Sport/Day uniform: The sport uniform is the uniform most-commonly worn by students.</p> <ul style="list-style-type: none"><li>• Official Cairns State High junior sport shirts are predominantly blue and white with several characteristic features. The shirt worn by students in Year 7-12 is predominantly blue in design. The Year 11 and 12 student shirt is predominantly white. Both share common distinctive characteristics in the design.</li><li>• All Cairns State High shorts must have the school bulldog emblem on them and must not be altered.</li><li>• The school track pants and jacket can be worn with the sport uniform.</li><li>• Short plain white socks (visible above the shoe);</li><li>• Plain black or plain white sport shoes (leather or suede)</li></ul>
<p><b>Formal uniform</b></p> <ul style="list-style-type: none"><li>• Official formal junior blouse;</li><li>• Long blue formal skirt with pleated waist, no slits;</li><li>• Official formal junior shirt and short plain white socks (only);</li><li>• Long grey trousers, a black leather belt and worn with black socks;</li><li>• Black leather, polish-able, lace up shoes</li></ul>
<p><b>Non-permitted articles</b></p> <ul style="list-style-type: none"><li>• Stubbies, ruggers or skirts;</li><li>• Hoodies;</li><li>• Peninsula and Queensland school sport clothing;</li><li>• Centre of Excellence uniforms or training outfits are only to be worn at training or rehearsal sessions;</li><li>• Canvas, slip-on or buckle shoes.</li></ul>

Find more informaton in the policy (<https://cairnsshs.eq.edu.au/Ourschool/Rulesandpolicies/Pages/Rulesandpolicies.aspx>)

on:

- School Representative uniform
- Jewellery
- Wearing the formal uniform
- Footwear
- Hats
- Hair
- Facial hair
- Make up
- Nails
- General
- Workplace Health and Safety issues in practical subjects
- Student council non-uniform days



Students select TWO different **Arts** subjects to study during the year (one per Semester) in Year 8:

- Music
- Dance
- Drama
- Visual Arts
- Digital Art

If students engage in

- Dance extension
- Drama extension
- Visual arts extension

or

- Music extension.































These extension subjects are studied for full year (both semesters).

Students commence their study of **Technology** subjects in Year 7 and continue this as a rotation into Year 8. Students study two of the following four subjects during the two semesters of Year 7 and then complete the remaining two of the four during the two semesters of Year 8:

- Home Economics
- Design and Technology
- Digital Technologies
- Economics and Business



TIME ALLOCATIONS IN JUNIOR 8

Subject	Terms	Lessons/Week (70 minutes)	Minutes/Week	Curriculum
English			210	
Mathematics			210	
Science			210	
History			140	
Geography			140	
Health and Physical Education			140	
Arts: Performing Arts and Visual Arts			140	
Technology: Business and Enterprise & Design Technology			140	
Languages (Chinese, Italian or Japanese)			140	
CONNECT			35	

## ELECTIVE SUBJECTS

### ART

#### Elective Course

Units of Study
In Visual Art students combine practical studio work with research to help develop creative ideas. The elective art course in year 8 runs for 2 lesson a week over one semester. Students also have a choice to choose Extension art that runs for 2 lessons a week over the whole year. Extension art covers the same content and studio work as Art but in addition students have a full semester to specialise in a selected media area.
Assessment
Practical Art work – experimental and resolved Research and development that is recorded in student’s visual art diary’s.
Advice
The Visual Art program will introduce students to practical studio and research learning, developing understanding of techniques, art materials and Artists from various traditional and contemporary arts practice. Students will develop skills in drawing, painting, mixed media, ceramics and sculpture. Elements and principles of design will be studied to develop student’s critical understanding of composition and effective design.
Pathway
Year 9/10 Art

### CHINESE (MANDARIN)

#### Elective Course

Units of Study
The course is an extension of work covered in Year 7 Chinese. As learning a language is based on effective communication, learning focuses on understanding (listening and reading), communicating (writing and speaking) and intercultural capabilities (use and role of language in the intercultural communication). The course is structured around six fields: international world, built world, natural world, personal and community life, leisure and recreation and the imaginative world. Students will gain skills in the use of both character writing and pinyin.
Assessment
Language communication skills, intercultural capabilities, understanding role of language and culture, and capability to reflect on use of language. Students in Junior Chinese are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30-60 minutes of home study each week.
Advice
Students in Junior Chinese are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30-60 minutes of home study each week.
Pathway
Year 9/10 Chinese

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## DANCE

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### Elective Course

#### Units of Study

Students will be encouraged to perceive, think, express and communicate in Dance under the making and responding dimensions of the Australian Curriculum Arts Dance strand.

Making - includes learning about and using knowledge, skills, techniques, processes, materials and technologies to perform and choreograph dance that communicates ideas and intentions.

Responding - includes exploring, responding to, analysing and interpreting dance

The units students may study are:

- Dance of the People
- Musical Theatre

#### Assessment

Performance

#### Advice

Students actively dance each lesson individually and with others. Students perform learnt class work at the annual Dance Evening in October to the school community.

#### Pathway

Year 9/10 Dance

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## DANCE EXTENSION

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### Elective Course

#### Units of Study

Students will be encouraged to perceive, think, express and communicate in Dance under the making and responding dimensions of the Australian Curriculum Arts Dance strand.

Making - includes learning about and using knowledge, skills, techniques, processes, materials and technologies to perform and choreograph dance that communicates ideas and intentions.

Responding - includes exploring, responding to, analysing and evaluating dance.

The units students may study are:

- Dance of the People
- Musical Theatre
- Experimental Dance

#### Assessment

Performance

#### Advice

Necessary Foundation Skills:

- Attending regular dance technique classes outside of school
- A talent for dance or acrobatics

#### Pathway

Year 9/10 Dance

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## DESIGN AND TECHNOLOGY

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### Elective Course

#### Units of Study

Industrial Design – Paper Plan Launcher

#### Assessment

Students are assessed through:

- Design Folios
- Sketching
- CAD Modelling
- Prototyping & Product Analysis

All assessment is compulsory. Students are expected to show progress and draft work and will be given class time as well as home time for completion of tasks.

#### Advice

Students should do 1-2 hours of homework per week. At times homework will be in the form of sketching, CAD and Design Folio work.

#### Pathway

Year 9/10 Design and Technology

Year 9/10 Graphics

Year 9/10 Industrial Technology Skills

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## DIGITAL ART

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### Elective Course

#### Units of Study

Photoshop and Digital Photography

Students use Digital SLR cameras and Photoshop to produce a range of resolved works based on the elements and principles of art in creating and manipulating images. All student planning, research, reflection and development are recorded in their Electronic Visual Diary. Students are encouraged to experiment, plan and produce creative resolved images using their own photos and web images.

#### Assessment

Folio of resolved images

Electronic Visual Diary

#### Advice

Through active engagement students develop and enhance their understanding of the visual arts through the use of digital media. Students work creatively and imaginatively in a range of digital media and are encouraged to take risks and challenge themselves.

Digital Art students are given challenging tasks and allowed to respond personally and encouraged to resolve works creatively and individually.

#### Pathway

Year 9 Digital Art/Year 10 Film

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## DIGITAL TECHNOLOGIES

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### Two lessons per week for one Semester only

#### Units of Study

Students continue to learn the fundamental programming concepts introduced in year 7 using Scratch but in year 8 programming will be about game design and creating a digital project using GameMaker 8.1. Programming concepts are taught in relation to interface, control statements, sequencing, looping and iteration. Student practise the elements of the Design, Development & Evaluation (DDE) Process through the production of a gaming project.

Students will plan and manage digital projects to create interactive information. They will evaluate their digital solutions in terms of meeting needs, innovation and sustainability. Students will also learn the basics of how computers utilise binary code to represent numbers, text, colour and images.

#### Assessment

A Project assessed using Digital Technologies Knowledge and Understanding and Digital Technologies Processes and Production Skills

#### Pathway

Year 9/10 Digital Technology

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## DRAMA

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### Elective Course

#### Units of Study

Students will be encouraged to perceive, think, express and communicate in Drama under the Making and Responding dimensions of the Australian Curriculum Arts Drama strand.

Making - includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore drama and make drama that communicate ideas and intentions.

The units students may study are:

- Character: Duologue performance
- Image Theatre
- Clowning
- Theatresports: Improvisation

#### Assessment

Performance

Devised Scenes

#### Advice

Nil

#### Pathway

Year 9/10 Drama

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## DRAMA EXTENSION

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### Elective Course

#### Units of Study

Students are engaged in making and responding to drama as well as building skills in group work, problem solving and innovative thinking. Students will have greater exposure to masterclasses and performances with industry professionals and public performance opportunities.

Students will be encouraged to perceive, think, express and communicate in Drama under the making and responding dimensions of the Australian Curriculum Arts Drama strand.

Making: includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore Drama practices and make drama that communicate ideas and intentions.

Responding: includes exploring, responding to, analysing and interpreting drama.

The units students may study are:

- Character: Duologue performance
- Image Theatre
- Clowning
- Theatresports: Improvisation
- The Rabbits: Embracing the process
- Opening the Book: Children's Theatre

#### Assessment

Performance

Responding: essay

#### Advice

Necessary Foundation Skills: Ability to work collaboratively and perform to a public audience

#### Pathway

Year 9/10 Drama

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## ECONOMICS AND BUSINESS

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### Two lessons per week for one Semester only

#### Units of Study

Students develop an understanding of the way the market system operates in Australia, the interdependence of consumers and producers in the market and why governments may influence the market's operation. Students consider factors that influence individual, business and financial success, examine the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are also introduced as students consider why people work, how income is derived and the influences on the way people work now and in the future. The emphasis in Economics and Business is on personal, community, national or regional issues or events.

Students are encouraged to inquire about such questions as:

- Why are markets needed and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

#### Assessment

Students are assessed through:

- Written test, Assignment

#### Pathway

Year 9 Economics and Business, Year 10 Business and Accounting



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## HOME ECONOMICS

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### Elective Course

<b>Units of Study</b>	
1. Sew Good 2. Food and Nutrition	
<b>Assessment</b>	
Students are assessed through:	
Weekly practical cookery Practical cookery exams Written tests and assignments	Practical textiles items Process journals
All assessment is compulsory. Students are expected to show progress and draft work and will be given class time as well as home time for completion of tasks.	
<b>Advice</b>	
Students must participate in weekly cooking during foods units by supplying ingredients and also resources needed for the textile units.	
<b>Pathway</b>	
Year 9/10 Food, Nutrition & Fashion Year 9/10 Hospitality	

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## ITALIAN

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### Elective Course

<b>Units of Study</b>
This course is an extension of work covered in Year 7 Italian. As learning a language is based on effective communication, learning focuses on understanding (listening and reading), communicating (writing and speaking) and intercultural capabilities (use and role of language in the intercultural communication). Native language speakers and authentic materials are used to enhance the teaching and learning of Italian. The course is structured around, but not limited to, the following topics: international world, daily routines in Italian culture, transport, school, food and drink, hobbies and interests.
<b>Assessment</b>
Students in Junior Italian are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30 – 60 minutes of home study each week.
<b>Advice</b>
It is recommended that students wishing to study Italian in Year 8 have completed the Year 7 program, however, it is not a pre-requisite and students can commence their studies in Year 8 providing they are willing to make a strong commitment to their work.
<b>Pathway</b>
Year 9/10 Italian

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## ITALIAN IMMERSION – HISTORY AND GEOGRAPHY IN ITALIAN

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### Elective Course

#### Units of Study

This course is an extension of the Year 7 Italian Immersion programme. Students continue to study History and Geography in Italian following the Australian curriculum guidelines. History units include an overview of the Ancient to the Modern world, and investigations of a society from the Western and Islamic World, a society from the Asia-Pacific World, and a historical development to explore the interaction of societies. Geography explores the units 'Landforms and landscapes' and 'Changing nations'. Native language speakers and authentic materials are used to enhance both the teaching and learning of content through the targeted use and learning of the Italian language (Content and Language Integrated Learning – CLIL approach). Students develop content knowledge and skills as well as a wider range of creative and critical thinking skills, and target language fluency.

This is an elective option – in alignment with the current Government policies on second language education and retention, as well as the identified 21st century skills, the Immersion programme aims to challenge and extend students who are interested in a global education to foster open-minded global citizens. The course replaces the study of Humanities in English.

#### Assessment

Assessment includes a series of learning experiences, tasks, projects and assignments as ongoing formative assessment of subject content knowledge and skills. All assessment is compulsory and is in Italian - appropriate scaffolding and support are provided. In line with the school's priority, the Italian Immersion programme is highly focused on student's wellbeing and developing a supportive environment for risk-taking, essential to ensure academic success and life-long love of learning. Students will cover History content the first semester and Geography in the second semester for two periods per week. Regular class and homework exercises are expected to be completed.

#### Advice

While it is preferable that students have studied Italian and Italian Immersion in Year 7, this is not a pre-requisite and students can commence their studies in Year 8 Italian Immersion providing they are willing to make a strong commitment to their work. Extension options are provided for background speakers. Students opting for the Italian Immersion programme must select Italian for their Languages study.

#### Pathway

Year 9/10 Italian & Italian Immersion

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## JAPANESE

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### Elective Course

#### Units of Study

As learning a language is based on effective communication, learning focuses on understanding (listening and reading), communicating (writing and speaking) and intercultural capabilities (use and role of language in the intercultural communication). Real language and authentic materials are used to enhance communication. Technology is an integral part of the Japanese program and as such students will have the opportunity to work with a range of information technologies. This will include computers, recorders, digital cameras and the Internet. Students will become familiar with word processing, emails, power point, etc. All full time Language staff possesses the ICT Certification from Smart Classrooms.

#### Assessment

Language communication skills, intercultural capabilities, understanding role of language and culture, and capability to reflect on use of language.

#### Advice

It is recommended that students wishing to study Japanese in Year 8 have completed the Year 7 program. However, it is not a pre-requisite and students can commence their studies in Year 8 providing they are willing to make a strong commitment to their studies. Students are exposed to the language for two periods per week. Regular class and homework exercises are expected to be completed. Students will need to do approximately 30-60 minutes of home study each week.

#### Pathway

Year 9/10 Japanese

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## MUSIC

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### Elective Course

<b>Units of Study</b>
Students will be encouraged to perceive, think, express and communicate in Music under the 'Making and Responding' dimensions. Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing. Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' musical works. The units students may study are: <ul style="list-style-type: none"><li>• Popular Music</li><li>• Music in Society</li></ul>
<b>Assessment</b>
Performance Classwork
<b>Advice</b>
In Music students listen to and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.
<b>Pathway</b>
Year 9/10 Music

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## MUSIC EXTENSION

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### Elective Course

<b>Units of Study</b>
Students will be encouraged to perceive, think, express and communicate in Music under the making and responding dimensions. Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing. Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' musical works. The units students may study are: <ul style="list-style-type: none"><li>• Music and Society</li><li>• Discover music</li><li>• In the band</li></ul>
<b>Assessment</b>
Performance Class work
<b>Advice</b>
Music Extension is a specialist program aimed at students who have a passion and specific interest in Music. It is offered as a 6 month or 12 month program. Students will develop a deepened understanding and use of music concepts and languages, practices, technologies and techniques. Through their musical practice they will develop a distinctive personal voice and engage in music making in varying contexts. Necessary Foundation Skills: <ul style="list-style-type: none"><li>• Music Excellence Year 7 and/or</li><li>• Must be learning a musical instrument (voice included) either through the school's Instrumental Music program or from a private music teacher.</li></ul>
<b>Pathway</b>
Year 9/10 Music



# CAIRNS

*State High*  
**The best we can be.**

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