



Our Lady of
Mercy College

Embracing Life | Nurturing Faith | Inspiring Learning

ELECTIVE COURSE INFORMATION

YEAR 9 2021

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THE ARTS

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The term 'creativity' plays a critical role in all art subjects.

The Arts Learning Area comprises five subjects:

- Dance
- Drama
- Media Arts
- Music and
- Visual Arts

Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world. Students who participate in The Arts, become confident and inspiring individuals. They learn how to show initiative and take on responsibility and ownership of their education and therefore direction in life. Performing and Visual artists are highly sought after in today's employment climate as they are solution focused people.

Why should you choose an Arts Subject?

The Arts Learning Area offers students a full range of options when it comes to future study pathway. These include;

- Courses that continue from year 9 – 12 and beyond
- Full academic ATAR courses in Visual Arts, Music and Drama for students wanting direct or alternative University pathways.
- General courses in Visual Arts and Drama, for students wanting TAFE and Industry entry plus alternative University entry where relevant courses of study are preferred.
- Portfolio entry, in both ATAR and General courses, allowing students entry to Universities like Curtin and ECU and TAFE based on their portfolio work.
- Certificate courses in Music, Film and Photography
- As OLMC grows in number, it is anticipated that Dance will be offered in Upper school pathways.



DANCE

General Information

Set work and dance genres will be different for each unit of dance enabling students who wish to, the opportunity of participating in both semesters.

All Dance units provide students with the opportunity to collaboratively create and develop dance works and associated design elements for performance in a variety of forms. This may include: Dance Festivals, Performing Arts Nights, Choreography Night, Bunbury Eisteddfod and others depending on planned events in the Performing Arts calendar for that particular semester.

Performance Requirements

- As dance is a performance based subject students will be required to perform.
- Students may also be required to be available for after school rehearsals (maximum of 2 per semester).

Course Objectives

During all units of Dance students will develop and further refine their skills in the following areas:

- Familiarisation with the rhythm, tempo and diversity of music and how this relates to Dance
- Introduction to the themes of shapes, levels, travel, balance and elevation
- Choreography
- Dance technique (specific to the genre of the unit)
- Performance presentation
- Communication and teamwork skills
- Dance Safety & Injury Prevention.

Assessment

- Students will be assessed in the following areas during class time and/or at performances.
- Performance ability
- Creative contribution
- Participation and application
- Completion of set work.

DANCE FOR THE STAGE (Semester 1) – 3 periods

Course Description

Students will learn technique in 2 different genres from the list below and will perform a class routine for each. They will also have the opportunity to create a group dance work in a genre of their choice to be performed at the dance concert. We will go on an excursion to view a live dance performance and students will also develop their design skills in costume, lighting, set, make-up and hair.

Possible genres to be studied:

- Jazz, Contemporary, Ballet, Tap, Jazz/Funk/Hip Hop, Cheerleading.

DANCE PERFORMANCE (Semester 2) – 3 periods

Course Description

Students will learn technique in two dance genres and perform class routines for each of them. They will also choreograph a group dance in a genre of their choice to be performed at the Dance Concert. In addition to this, students will develop their knowledge of safe dance practices and dance appreciation skills through viewing a live professional dance performance.

Possible genres to be studied:

- Jazz, Contemporary, Ballet, Tap, Jazz/Funk/Hip Hop, Irish, Bollywood, Cheerleading.



DRAMA

COMEDY AND MELODRAMA (Semester 1) – 3 periods

Course Description

The focus of this course is to develop and extend students' use of the skills and processes of improvisation with an emphasis on comedy, including the history of this art form. Students will study the process of play-building which will extend their understanding of how plays are shaped and their purposes. This course culminates in the performance of a scripted one act play for an external audience to be presented at either a Year 9 Drama evening or to a local primary school audience. This unit is recommended for students with a strong interest in public performance. Students will produce some response and reflection work throughout the semester, which will be assessed along with their practical performance tasks.

Assessment - The assessment in this course is broken up into two strands:

Making - The creation of live theatre including:

- Development of Voice and Movement technique.
- Improvisations Skills
- Focus on Drama Elements, Conventions, Spaces of performance
- Design roles within the theatre such as lighting, sound and set design.

Responding – Constructively reflecting on/and responding to:

- Own drama works and creations
- Drama work of others including (where possible) external performances.

DRAMA SKILLS (Semester 1) – 2 periods

Course Description

The major focus of this course is on developing the skills and processes of improvisation as personal expression and as a foundation for further studies in drama and theatre. Students will come to understand and experience the use of the skills and elements of Drama to create roles and characters both spontaneously and through discussion and workshop. As well as improvisation skills, emphasis in this course is given to developing creativity, risk taking, working co-operatively, developing confidence and building trust. Students will produce some response and reflection work throughout the semester, which will be assessed along with their practical performance tasks.

Assessment - The assessment in this course is broken up into two strands: .

Making - The creation of live theatre including:

- Development of Voice and Movement technique.
- Improvisations Skills
- Focus on Drama Elements, Conventions, Spaces of performance
- Design roles within the theatre such as lighting, sound and set design.

Responding – Constructively reflecting on/and responding to:

- Own drama works and creations
- Drama work of others including (where possible) external performances.



INTRODUCTION TO THEATRE STUDIES (Semester 2) – 3 periods

Course Description

This course will explore theatre production and performance through scripted drama as well as exploring its origins. Students will extend their knowledge of Presentational Theatre as well as furthering skills in improvisation and characterisation. Students will also gain an understanding of basic stagecraft and the technical aspects/roles of theatre. This course will include the option of lunchtime performances of class work or a performance to an external audience. This unit is recommended for students with a strong interest in performance. Students will produce some response and reflection work throughout the semester, which will be assessed along with their practical performance tasks.

Assessment - The assessment in this course is broken up into two elements.

Making - The creation of live theatre including:

- Development of Voice and Movement technique.
- Improvisations Skills
- Focus on Drama Elements, Conventions, Spaces of performance
- Design roles within the theatre such as lighting, sound and set design.

Responding – Constructively reflecting on/and responding to:

- Own drama works and creations
- Drama work of others including (where possible) external performances.

STARTING THEATRE (Semester 2) – 2 periods

Course Description

This course is designed for students to extend their understanding of Drama, through theatre work. Students will learn to recognise, understand and use the elements of theatre in practical ways. Emphasis is on the conventions and structure of scripted drama as well as understanding the links between directors, technical roles, performers and audience. The course will include the option of lunchtime performances of class work. Students will produce some response and reflection work throughout the semester, which will be assessed along with their practical performance tasks.

Assessment - The assessment in this course is broken up into two elements.

Making - The creation of theatre including development of Voice and Movement technique. Focus on Drama Elements, Conventions, Spaces, Improvisation and Design Technique.

Responding - Responding to own drama works and the work of others including external performances.



MEDIA ARTS

General Information

Media Arts enables students to analyse past technologies and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students learn to be critically aware of ways that media are culturally used and negotiated and are dynamic and central to the way they make sense of the world and themselves. They learn to interpret, analyse and develop media practices through their experiences in making media arts. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them.
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories through media artwork.
- creative and critical thinking skills to explore different perspectives in media as producers and consumers.
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

MEDIA ARTS 2 & 3 (SEMESTER 1 & 2) – 2 & 3 Periods

Course Description

In Year 9 Media Arts, students develop skills in photography, film and desktop publishing. The students have the opportunity to use a range of cameras, lenses and microphones. They also experiment with studio lighting and editing suites such as Adobe Photoshop and Adobe Premiere Pro. Students will have the opportunity to create multiple works within different mediums of media. Students are also encouraged to enter their work into a range of competitions.

The program provides opportunities for students to respond to different design briefs and requests and to produce a range of media works. Past projects have included music videos, film trailers, posters and other industry standard print productions.

This is a hands-on practical course and is strongly recommended for students thinking about selecting Certificate II in Film and Photography in Years 11 and 12.

Assessment - Students' creative productions will be assessed under the Arts strands Art Making and Art Responding.



MUSIC

MUSIC SKILLS AND PERFORMANCE 1 & 4 (SEMESTER 1 & 2)

Course Description

Students will look at the Making and Responding aspects of the subject, with a focus on Aural, Theory, Composing and Performing. Students will learn about the characteristics of music, playing music and the history of different genres. Musicianship skills will be developed through a group ensemble setting, including performances both in class and in the school community. Students will also explore Music Technology with the use of SoundTrap, allowing live and recorded performance to be put together.

Assessment - The assessment in this course is broken up into two strands:

Making

- Aural and Theory
- Composition
- Performance (individual and group)

Responding

- Study of different musical cultures and genres of music.



VISUAL ARTS

General Information

In Year 9, students will be able to showcase their creativity and imagination through creating unique 2D or 3D artworks based on a set theme. Students experience a range of different materials, techniques, processes and art styles. They will experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work. Students are required to analyse artworks as well as reflect on and evaluate their own art making. This hands-on practical course will allow students to develop both skills and knowledge for continuation in Visual Arts Year 10, 11 & 12

Requirements

They will require a sketchbook and display folder.

VISUAL ARTS 1 (Semester 1) – 3 periods

Course Description

It has been a tradition, that the students in this course design and produce the artwork for the, Our Lady of Mercy birthday card. It is anticipated that students will also complete a smaller second project utilising differing skills to their first project. Artworks may take the forms of printmaking, painting, drawing or mixed media. Students will experiment with media and technologies, and document results in a Visual Diary before creating their final artwork. They will be inspired by the works of famous artists and artistic periods. No previous knowledge or skills are required, which makes good achievement possible for all students.

Assessment - The assessment in this course is broken up into two strands:

Making:

- Inquiry – drawing and designing
- Production piece (final artwork)
- Inquiry Annotations

Responding:

- Analysis
- Interpretation & Response
- Social Cultural & Historic Context

VISUAL ARTS 2 & 4 (Semester 1 & 2) – 2 periods

Course Description

This is a fun, hands on course. Students will be inspired by the style, techniques and subject matter of famous artists and artistic periods to create unique artworks. They will be introduced to new and inspiring artforms such as printmaking, ceramics, textiles or mixed media. No previous knowledge or skills are required, which makes good achievement possible for all students.

Assessment – The assessment in this course is broken up into two strands:

Making:

- Inquiry – drawing and designing
- Production piece (final artwork)
- Inquiry Annotations

Responding:

- Analysis
- Interpretation & Response
- Social Cultural & Historic Context



LANGUAGES

Note: Students enrolled in Italian & Indonesian are committed for the year, 3 periods per cycle.

INDONESIAN

Year-long course in preparation for Year 12 ATAR Indonesian – 3 periods.

Prerequisites

The year 9 Indonesian course is a continuation of the Year 8 Languages Indonesian course and it is recommended for students who have achieved a minimum C grade in Year 8.

Prescribed Text

Saling Silang 1 & 2 Textbook & Activity book from the previous years of study.

Course Description

'Bahasa Indonesia' (the Indonesian language) is the language of our nearest neighbour. As our links with this neighbour continues to grow then hopefully our knowledge of their culture and country will also grow. By knowing a little about a person's language students gain a degree of knowledge about the Indonesia way of life and in a hope for developing empathy to associate with people from different cultural background. Understanding of other cultures will enable a person to critically view their own identity and leads to an appreciation of their own culture.

In Year 9 the study on the Indonesian language would be based on vocabulary building and practical use of the everyday language. It will explore all cultural areas such as history, art and music through the Indonesian Study Tour (subject to sufficient interest) and Indonesian Music Concert Excursion.

Semester One

Nongkrong - Friendship and Socialising: Students will compare daily routine of young adolescents in Indonesia and Australia.

- Chore and daily routine
- Organising a catch up
- Socialising activities
- Describing friends.

Music & Identity – Explore how music can reflect the cultural identity of Indonesia and the significance of Music.

- Pancasila
- Indonesian traditional music genre
- Lyrics
- Indonesian singers & celebrity

Semester Two

- Pulang Pergi - Traveling. Students will learn the significance of traveling for Indonesian and Australian people.
- Push & Pull factor
- Giving direction, expressing places and location
- Preparing for holiday
- Tourist destination
- Environment.



LANGUAGES

Note: Students enrolled in Italian & Indonesian are committed for the year, 3 periods per cycle. Pathway Benefits

Year 12 students choosing Indonesian (second language) as an ATAR COURSE will be eligible to receive a 10% LOTE Bonus on Tertiary Entrance Aggregate. Please see the links for more information.

<http://www.tisc.edu.au/static/guide/atar-about.tisc>

Assessments

Assessments consists of four (4) main outcomes. These outcomes are; oral communication, listening and responding, viewing and reading, and written communication. The format of these assessments may consist of the traditional test, speech, presentation, diction, role play, project, etc. Standard College Assessment Policy applies to all assessment tasks.

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LANGUAGES

Note: Students enrolled in Italian & Indonesian are committed for the year, 3 periods per cycle.

ITALIAN

Year-long course in preparation for Year 12 ATAR Italian - 3 periods.

Prerequisites

Year 9 Italian course is a continuation of the Year 8 Languages course, therefore it is recommended for students who have achieved a minimum C grade in Yr.8.

Course Description

The Year 9 Italian course is designed to extend the students' knowledge of the language and to consolidate the oral and written skills learned in Year 8. Students will be encouraged to communicate in greater depth on different topics. The grammar taught will empower students to manipulate the language confidently. The cultural aspect of the course integrated harmoniously with the teaching of language will enable students to appreciate aspects of Italian language influenced by its culture.

Semester One

Dove abito

Students build on their knowledge of how to express ideas about their immediate familiar surroundings.

Subtopics:

- Identify geographically where do they live
- Describing surrounding and suburb.
- Exploring different typology of houses.
- Talking about where you would like to live and why.
- Expressing location and position.

Semester Two

La mia giornata

Students will compare daily routine of young adolescents in Italy and Australia.

Subtopics:

- Eating Habits
- School life
- Life after school
- Weekends
- Shopping.

Outcomes

The Italian language course has 6 learning outcomes which ensure that a student's socio-linguistic and socio-cultural understandings are developed and applied to the target language to allow the student to make meaning of the language and to express themselves in that language. Students are required to listen and respond, to view and respond and to read and respond both orally and in a variety of texts in their target language.

Assessment

Oral communication - Assessments consist of four (4) main outcomes. These outcomes are; oral communication, listening and responding, viewing and reading, and written communication. The format of these assessments may consist of the traditional test speech, presentation, diction, role-play, project, etc., **Standard College Assessment Policy applies to all assessment tasks.**



LANGUAGES

**Note: Students enrolled in Italian & Indonesian are committed for the year, 3 periods per cycle.
Pathway Benefits**

Year 12 students selecting Italian (second language) as an ATAR COURSE, will be eligible to receive a 10% ATAR Bonus (TEA) on their final Italian Language mark. For more information, please see links below.

<http://www.tisc.edu.au/static/guide/atar-about.tisc>





PHYSICAL EDUCATION

LEADERSHIP AND PERFORMANCE PROGRAM

The Leadership and Performance Program aims to support talented and dedicated sportspersons and those interested in a career pathway directed towards sport science, health and fitness. With a focus on developing both good leaders and high-performance athletes, students will develop character, self-motivation and discipline as well their passion for sport, health and fitness.

PHYSICAL EDUCATION ELITE 1 & 3 (Semester 1 & 2) – 3 periods

Prerequisites

Acceptance into this course as part of the Leadership and Performance Program is based on these values as displayed in Health and Physical Education classes and electives in Year 7/8.

Course Description

This course aims to extend student's knowledge and skills of physical activity in preparation for Upper School Physical Education Studies. Students are challenged through a diversity of activities with a focus on "training programs and methods" for fitness, recovery and rehabilitation. This course is suited to students who are prepared to work on development of a training/fitness regimen toward the elite level.

This elective would aim to cover the following objectives:

- Increase the depth of learning relating to rules, skills and game strategies
- Improve the level of technical skill acquisition and repertoire of drills and practices
- Integrate related peripheral aspects to the sport, such as fitness, nutrition, training methods, time management and psychology.

This course is practically based, however there are theoretical aspects.

Focus Areas are:

- Skills and Strategies for Physical Activities -Moving Our Body, Understanding Movement, Learning Through Movement
- Interpersonal skills
- Self-management skills
- Concepts for a healthy lifestyle.





OUTDOOR EDUCATION 1 & 3 (Semester 1 & 2) – 3 periods

(S1 & S2) same for both.

Prerequisites

Acceptance into this course as part of the Leadership and Performance Program is based on these values as displayed in Health and Physical Education classes and electives in Year 7/8.

Course Description

This course is designed to develop competence in dealing with the natural environment in a safe manner and to introduce students to the impact of outdoor recreation on the environment.

The student will gain an understanding of the concepts involved in outdoor safety through the development of team building initiative skills with aquatic survival skills. Students are introduced to compass, map work and rope-work as the foundation for developing land-based skills. Snorkelling and kayaks provide the basis for developing safe water-based survival skills. This provides the opportunity for the development of the physical, theoretical and leadership skills necessary for those wishing to use the outdoor environment.

In Semester 1 there will be a one day climbing excursion. In Semester 2 there will be a one-day snorkelling excursion (weather permitting).

Focus Areas are:

- Skills for physical activities
- Interpersonal skills
- Self-management skills
- Concepts for a healthy lifestyle.

PHYSICAL RECREATION 2 & 4 (Semester 1 & 2) – 2 periods

(S1 & S2) same for both.

Course Description

This course is aimed at providing students with an introduction to community fitness and recreation.

Students are taught a range of physical activities outside the realm of traditional competitive sports. The course combines an introduction to concepts for maintaining a healthy lifestyle and how to make fitness and physical activity fun and motivation. This is a practical course with some minimal theoretical components.



TECHNOLOGIES

Why Technologies?

- Developing the creative and innovative minds of the future
- Learning through making
- The practical application of knowledge and skills
- Learning through problem solving

Students are taught that technology is constantly changing and that understanding this will enable them to identify, embrace and respond to the challenges of our rapidly changing world.

The courses we offer are for students who have a real passion for creativity, inventiveness, “making and doing” and get excited by technology and exploring new ways of doing things.

Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and process to create solutions that consider the short and long-term impact on societies and environments.

The Technologies Learning Area comprises many courses from:

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

Learning area pathways for upper-school and beyond:

The Technologies Learning Area offers students a full range of options when it comes to future study pathway.

These include:

- Courses that continue from year 9 – 12 and beyond.
- Full academic ATAR courses for students wanting direct or alternative University pathways.
- General courses for students wanting TAFE and Industry entry plus alternative University entry where relevant courses of study are preferred.
- Portfolio courses, both ATAR and General, allowing students entry to Universities like Curtin and ECU and TAFE based on their portfolio work.
- Certificate II & III Courses for students wanting further TAFE or workplace entry.



HOME ECONOMICS

FOOD DECISIONS 1 (Semester One) – 3 periods

Course Description

This is a practical foods course. Students will explore and experience making food items. A study of nutrition will focus on food choices for healthy living and will involve students preparing a variety of delicious, quick, tasty snacks and meals. A great course for students wanting to expand their food preparation skills.

Assessment - A variety of assessment procedures will be used, including assessment of practical skills, design tasks and small group work. These tasks will reflect a balance between being able to use the skills to which they are introduced and their understanding of the course content.

FOOD DECISIONS 2 (Semester One) – 2 periods

Course Description

This is a practical foods course. Students will explore and experience making food items. A study of nutrition will focus on food choices for healthy living and will involve students preparing a variety of delicious, quick, tasty snacks and meals. A great course for students wanting to expand their food preparation skills.

Assessment - A variety of assessment procedures will be used, including assessment of practical skills, design tasks and small group work. These tasks will reflect a balance between being able to use the skills to which they are introduced and their understanding of the course content.

FAST AND TASTY FOODS 3 (Semester Two) – 3 periods

Course Description

This Course will continue to focus on nutrition for adolescents and the special dietary requirements of this age group. Food choices during the teenage years will be explored and how these can impact on their long-term health. Students will be encouraged to design & produce healthy delicious recipes, using a wide variety of fresh ingredients, and varied food preparation techniques, utensils & appliances. The impact of advertising, food sustainability, fast foods and processed foods in the marketplace on individual food choices will be explored through practical food preparation design tasks.

Assessment - Practical Production & Design Based Projects

FAST AND TASTY FOODS 4 (Semester Two) – 2 periods

Course Description

This Course will continue to focus on nutrition for adolescents and the special dietary requirements of this age group. Food choices during the teenage years will be explored and how these can impact on their long-term health. Students will be encouraged to design & produce healthy delicious recipes, using a wide variety of fresh ingredients, and varied food preparation techniques, utensils & appliances. The impact of advertising, food sustainability, fast foods and processed foods in the marketplace on individual food choices will be explored through practical food preparation design tasks.

Assessment - Practical Production & Design Based Projects



DESIGN AND TECHNOLOGY

COMPUTERS IN BUSINESS 2 (Semester One) - 2 periods

(Microsoft Publisher + Excel)

Course Description

Explore and learn further skills with the Microsoft Office 365 using *Publisher* and *Excel* to enhance in the design and presentation of professional standard documents. Learn tips and tricks to create a variety of desktop publishing projects including newsletters, brochures and more! Discover the wonders of Excel spreadsheets by learning how to organise and manipulate data, use formulae and create charts.

Assessment - Projects will include assessment of practical skills to check your understanding of the course content.

CREATIVE TECHNOLOGIES 1 – Problem Solving The Past (Semester One & Two) – 3 periods

Course Description

This Course will give students who are interested in technology, logical thinking and problem-solving a chance to showcase 'real world' knowledge in the classroom.

STEM is Science, Technology, Engineering and Mathematics and this elective gives students the opportunity to look at a Global issue and develop solutions to solve it using computational thinking.

This elective will look at coding, viewing apps and programs such as Game Maker and KodeKLIX. This will enable students to solve problems and create solutions that will be showcased to the class.

Assessment - This course will look at design briefs and production-based solutions to student directed problems.

COMPUTER TECHNOLOGY 2 & 4 – (Semester One & Two) – 2 periods

(Animation)

Course Description

This course introduces students to the wonderful world of animation. Students will use a variety of software applications to generate simulation of movement created by displaying a series of pictures, or frames.

Animation software helps students in being creative and allows them to design their own movies, comic strips and more. Animation projects are a great way to integrate technology, while having a lot of fun!

Assessment - This course will look at design briefs and production-based solutions to student directed problems.

WOOD DESIGN 1 & 3 (Semester One & Two) – 2 Periods

Course Description

Students are introduced to a range of woodworking equipment, skills and knowledge as well as beginning the development of designing skills following the design process, the basis of all good manufacture. There is a hierarchy of equipment usage, hence students will learn a lot of hand tool usage as well as begin to use a number of power tools making manufacturing quicker and more accurate. All knowledge and skills students learn is through the design and manufacture of interesting and relevant projects.



METAL DESIGN 1 & 3 (Semester One & Two) – 3 Periods

Course Description

The course emphasises the safe use and care of machines and hand tools associated with the metalwork industry. Students will develop a specialised knowledge of processes, tools and equipment associated with metalwork. Lathe, sheet metal and fitting work will be undertaken. In conjunction with this, students will use the oxygen-acetylene equipment to heat, forge, bend and weld project parts as well as learning to use the MIG welders to industry standard. The design process will be used as a means of producing and developing design concepts. Students will have the opportunity to use and become familiar with a range of materials in the process of constructing projects and have the chance to individualise some of their work.

COMPUTER ASSISTED DESIGN (CAD) 1 & 3 (Semester One & Two) – 3 Periods

Course Description

The rapid expansion of technology in the area of Computer Aided Design (CAD), has helped people to be able take their ideas, and more easily turn them into a final design solution. In Computer Aided Design, students learn how to take design ideas, develop them into realistic final designs which may then be constructed incorporating the use of other technologies such as 3d Printing and Laser Cutting. The course is taught with the latest industry standard software (Autodesk INVENTOR and REVIT) and introduces students to how products are designed in the real world.

JEWELLERY AND GLASS DESIGN 1 & 3 (Semester One & Two) – 2 Periods

Course Description

This exciting course introduces students to basic jewellery techniques, skills and processes such as saw piercing, soldering, filing, attaching findings, buffing, texturing metal, problem solving and sketching used in the creation and fabrication of wearable jewellery and accessories. In addition to looking at individually designed pieces of Jewellery, the student will learn new techniques for working with both metal and glass. When working with metal they will learn hammering, shaping, soldering and casting techniques. For glasswork they will learn glass slumping and fusing techniques and will produce several items of their own design.