CHRYSALIS STEINER SCHOOL
educating the whole child

Chrysalis Stage 5

Class 9 & 10

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We acknowledge the traditional custodians of the lands and waters in which we live and work and pay my respects to Elders past, present and emerging.

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Our Ethos

The activities of Chrysalis School arise out of the impulse of Anthroposophy and are guided by the indications given by Rudolf Steiner for the renewal of education in the 21st century.

The ethos of Chrysalis School encompasses the following:

a. **Anthroposophy**. We endeavour that the principles of anthroposophy are alive within the school. Anthroposophy is the wellspring from which Steiner education springs.

b. **Community**. We support the development of community amongst students, parents, teachers, friends and those involved with the school. We endeavour to integrate our school within the greater Bellingen community.

c. **Respect**. We honour and respect the indigenous people, the Gumbaynggirr nation, and the rights of pupils, parents, employees and stakeholders of the school.

d. **Best practice**. We work out of current best practice for schooling in accordance with the indications given by Rudolf Steiner and with due consideration to other current educational research.

e. **Professionalism**. We are at all times a professional school in all facets of work.

f. **Consensus**. We operate out of consensus, in the appropriate school forums.

g. **Collaboration**. We work in the spirit of collaboration, with the various bodies of the school.

h. **Fairness and due process**. In social, interpersonal and professional interactions, we operate out of fairness, natural justice and the use of due process.

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Our Commitment

At Chrysalis, we work hard to enable the child to leave school with a craving to learn and an insatiable appetite for everything going on around them. This curiosity and acquisition of knowledge can then be transferred into wisdom.

An Overview

Chrysalis Steiner School is founded on the educational philosophy of Rudolf Steiner (1861 – 1925) and his picture of human development. From childhood onwards, Rudolf Steiner knew both spiritual and natural worlds. His search to integrate these led him to recognise the significance of thinking for spiritual as well as natural scientific research. Steiner was a philosopher, artist and scientist whose visions and depth of understanding continue to have a great impact in many practical fields in areas such as education, medicine, agriculture, architecture and the therapeutic arts.

In his many lectures on education, Rudolf Steiner delivered a method that helps the child develop faculties which unfold at specific times of life. For example, during kindergarten years it is active play engaging the limbs which is paramount. At primary school level, children learn through the imagination as feelings manifest. Here there is a need for rhythm which is expressed in music, poetry, the rhythm of the day and so on. The secondary school years bring clarity of thinking, and a capacity for judgement, as the intellect develops.

The Steiner educator recognises the different needs associated with each period of the child's development, and the curriculum is arranged accordingly, working with the faculties of "willing", "feeling" and "thinking".

Our curriculum and methodology incorporates these three faculties when preparing to teach within each subject area.

The faculty of *"will"* is the engagement of the individual through an activity, a set task of writing, map drawing or constructing models, for example, or through the form of movement.

The faculty of *"feeling"* is cultivated through artistic work experience.

The faculty of *"thinking"* arises through the art of listening, understanding, remembering and discussing.

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Philosophical Statement

The Class 9 and 10 Chrysalis program is designed to be an unforgettable learning experience which, for many students, is a challenging rite of passage to a rewarding adult life. Through the combination of our bush setting and outdoor education program, adolescents will develop personal skills and qualities beyond those possible in a traditional suburban day school.

Our Class 9 and 10 program is an integrated comprehensive Academic and Outdoor Education program, whilst meeting the NESA curriculum, the Duke of Edinburgh Award and offering extra-curricular activities. While completing this 2 year program together, students will work in a small, supportive and secure community, and be exposed to intellectual, physical and emotional challenges under demanding environmental conditions. These challenges will unearth personal strengths, create resilience, enable critical thinking skills to grow in real life situations, develop confidence and provide the opportunity for students to learn the value of co-operative endeavour - awakening a belief in themselves that will help them overcome the obstacles and hurdles they will come across throughout their lives.

At the completion of this 2 year program, students will emerge as free-thinking, discerning and responsible individuals in their relationship to the Universe, in which Earth and its history is the focus.

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Meet the Chrysalis Stage 5 Team.

Robert Sutherland

Raised amid the mountains and waterfalls of Southern NZ. Co-founded Chrysalis in the early 1980s.Developed Middle school TAWS, Armidale Classes 7 and 8.
Class teacher/Guardian Shearwater Steiner School, Classes 5-10.
Camping Programs with various Steiner Schools in NT, QLD, and NSW.

Interests - Studying the healing effects of nature on youth and working to bring the true balance of academia, arts and crafts back into Steiner Education, particularly in the adolescent years.

Degrees -Bachelor of Science (Zoology). Studied the Geomorphology of South America and Asia for several years.

Teaching Areas - Working consciously with the integration of all subjects and development of the senses within an outdoor/camping/excursion context.

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Nathan Slatter

Interests - I am keenly interested in Botany and horticulture, music of most types, fashion and pop culture. I enjoy exploring new areas of the landscape with my partner Clare and two boys Sky and Sol.

Degrees - Bachelor of Science (Majoring in Plant Biology) and a Bachelor of Learning Management (K-10)

Teaching Areas - Science, Maths, Gardening/Horticulture

Kiva Stephens-Ladd

Interests - I have a passion for hands-on, outdoor and experiential science learning. I also love creative writing and poetry. My interests outside of work include long-distance trail running, rock climbing, hiking, and spending time in wild places. I love baking bread, experimenting with preserving and fermenting, as well as cooking big meals that bring people together.

Degrees - Bachelor of Science in Environmental Conservation Science and a Master's of Teaching.

Teaching Areas - Biology and Earth Science

James Ross

Interests: I have a love for exploring the outdoors and experiencing nature in all of its wonderful facets. I enjoy challenging myself mentally and physically in this setting. I have been known to embark upon long adventures on my mountain bike or run for hours on end as a form of meditation.

Music has been a part of my life since I was a young child and continues to inspire and blow my mind with its infinite possibilities and its ability to bring people together regardless of their background.

I have a fascination with the plethora of different cultures around the world and the way they experience life, in particular, food, music, art, language, festivals and traditions.

Degrees: Bachelor of Music / Bachelor of Education (2010)

Teaching Areas: Music, IT, Languages, Outdoor Education, Lifeskills

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Sean Daniel

Interests - History, Music (mainly guitar and singing),
Woodwork/Building projects. I also really enjoy teaching Mathematics.

Degrees - Ancient History and Anthropology Dip Ed (Secondary HSIE/SOSE)
Advanced Diploma in Steiner Education

Teaching Areas - English, Woodwork, Maths, History

Kelley McGlashan

Interests - My passion and interest has been in Steiner Education since the early 1980's. I have always been interested in innovation and 'thinking outside' the box whenever possible. I love travelling overseas and have an interest in being out in nature and learning from the environment we live in. The best classroom for everyone!
Being involved with teenagers and young adults has been one of my interests.

Degrees - Bachelor of Science in Education
Graduate Diploma in Professional Development
Certificate in Steiner Education Class 7-12

Teaching Areas - Science and PDHPE

Zac Panaretos

Interests: I am an outdoorsman who loves hanging out in the ocean, camping and playing sports. I live out in Boambee where my wife Chelsea and I have recently made the change from the hustle and bustle of Sydney. I am passionate about the environment and doing my bit around the house to restore our native flora and fauna to the best of my ability. I love travelling and my favourite place to explore is in Australia, we are so lucky to have the variety of landscapes that are in Australia. I think that you could spend a whole lifetime in our own backyard and only just touch the sides.

Degrees: Human Movement and Health Education at University of Sydney

Teaching Areas: PDHPE, PASS, Sport and Duke of Edinburgh

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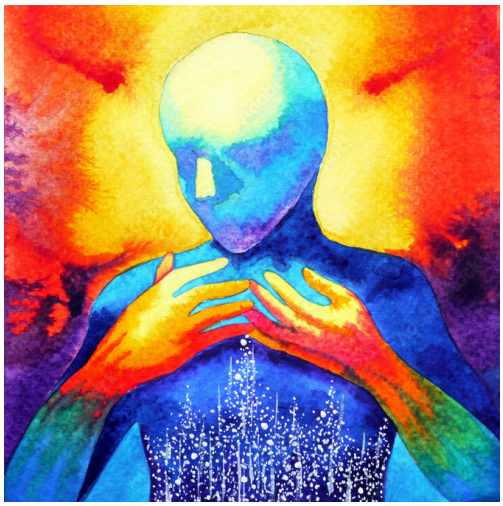
Developmental Stage

According to Steiner…

This phase of school starts ideally with the continuation of the nature of processes accounting for the dramatic changes in character after puberty. The changes can be seen outwardly in a matured capacity for love, which does not immediately show itself in its full sexual form but does show itself, in a general way, in the more intimate, inner relationships in which the children attract each other. The friendships show the beginning of a more conscious development of the forces of love, of the forces needed for relating to and caring for another being at this new stage in development.

We can then see, beginning at puberty, in the outer behaviour of both girls and boys, something that often baffles their parents and teachers, something that contradicts their previous character: the teenagers' loutish behaviour (especially in boys, differently in girls). This behaviour is caused by the feelings of the astral body (which encloses the not yet fully developed ego) as it struggles to experience a right relation to the physical body and, through it, to the whole of the environment. Because of the need to discover a relation between the objective and the subjective, this inner struggle is unavoidable. It expresses itself in a denial, as it were, of what the adolescent has so far developed. We sometimes do not recognise the teenagers — they are so different from what they used to be.

(*Education for Adolescents, Rudolf Steiner*)



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Campus and Facilities

Chrysalis Campus (Mondays and Fridays)

- The Science Room will be used for most lessons on these days.
- Interim Improvements (aligned with the school's new Strategic Plan) will be made to the Science facilities to accommodate Chemistry lessons for Class 9 and 10.
- The Gardening program will break new ground alongside the River Campus sports field.
- Project-based Music curriculum will take advantage of Music rooms not utilised on Mondays and Fridays by other classes.
- Technology electives such as Textiles and Woodwork will be delivered using the school's facilities and resources.

Bellingen Youth Hub (Tuesdays, Wednesdays and Thursdays)

- Classes will take place in the Exercise and Dance Space.
- When available, the class will have access to the kitchen, recreation room, music room, bouldering wall, computer lab and outside courtyard

Teaching Staff

Main Lessons - Nathan Slatter, Kiva Stephens-Ladd, James Ross, Sean Daniels, Kym Pitman, Robert Sutherland

Maths - Nathan Slatter

English - Kiva Stephens-Ladd

Art - Luca Bertz

Food Technology - Kiva Stephens-Ladd

PASS (Physical Activity & Sport Science) - Zac Panaretos

Music - James Ross

Agriculture - Nathan Slatter

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Main Lesson Schedule - Class 9

Term 1

- Poetry of Protest and Change
- Transformation of Plant Substances
- Number and Algebra

Term 2

- Forces that Shape the Earth
- Comedy and Tragedy
- Australian History to the Modern Era

Term 3

- Ecosystems and Human Culture
- Conic Section
- The Telephone and Combustion Engine

Term 4

- The Making of the Modern World
- Human Biology - Intentionality
- Australian Literature

Timetable

	8:45 – 10:45 Main Lesson		*11:15 - 12:00 Prac*	*12:00 - 12:45 Prac*		*1:15 – 2:45 Afternoon*
Mon	Main Lesson	BREAK	Project-Based Music/Agriculture	Project-Based Music/Agriculture	LUNCH	Food Tech /Agriculture
Tue			English	Maths		Art
Wed			English	Maths		PDHPE - Sport & Theory
Thur			English	Maths-STEM		Duke of Edinburgh
Fri			PDHPE (Physical Activity & Sport Science)	PDHPE (Physical Activity & Sport Science)		Technology Elective

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Main Lesson Descriptions - Class 9 Term 1

Poetry of Protest and Change

Students are encouraged to develop respect and reverence for poetry and to take delight in the opportunities the poetic form offers them for using language in a conscious manner and for developing their ability to express themselves. A leading theme in this unit supports students to grapple with the question of the ineffable and mysterious in life which poses a strong contrast to the claims of validity and reliability of scientific rationalism. Building on the study of the French and Industrial Revolutions in Year 8 History and of the Renaissance in Art History and in the Sciences, students are now ready to explore their individual relationship with the material and spiritual world.

Transformation of Plant Substances

Students explore the qualities of substances formed from sugars. Comparisons of sugar, cellulose and starch are made. Organic transformations into charcoal, alcohol, ether, esters and organic acids are explored. By looking at the qualities and characteristics of carbon, hydrogen and oxygen the students learn how these affect the character of organic substances. On the one hand sugars, in transforming to starch or cellulose, become richer in carbon and lose their solubility in water and on the other hand, sugars in refining to alcohols become richer in hydrogen and gain a greater affinity to water. Topics also include aspects of Physical Chemistry, environmental problems such as the greenhouse effect and discussions on the use of alcohol, ether etc in social life.

Number and Algebra

Working out of Steiner's indications for the students of this age group, this topic brings an experience of the manipulation of abstract concepts regarding number. Beginning with the concrete and practical, the students deal with increasingly complex algebra of polynomials and the solution of simultaneous linear equations with 2 and 3 unknowns, the factorisation of quadratics and surds arising out of squares, triangles and pentagons.

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Main Lesson Descriptions - Class 9 Term 2

Forces that Shape the Earth

This topic occupies itself with the processes that underlie the solid, more rigid part of the world - the rocks and minerals which build the background for the dynamic, living layers of the earth. These solid, lifeless forms are the starting point for the study of the earth. The question of the origins and the passing away of the stones are followed, in the processes of mountain building, earthquakes and volcanism which are linked by the polarities of compression zones and expansion zones of the world.

Comedy and Tragedy

The gradual and integrated development of the overview of the cultural periods plays an essential role in the growth of the students' self-identity in relation to society and their place in the world. The stage-focused content and the opportunities for role-play assist the students to build a firm foundation for the unfolding of their socioemotional skills.

Australian History to the Modern Era

In these lessons students examine major developments in Australian political, social and cultural history from Federation to the present time. Aspects of Australian history previously studied are re-examined, now from the perspective of the ideas and inner motives. Students research the biographies of well-known Australians along with representative lives that illuminate experiences of ordinary people and give a picture of their part in Australia's story. Students will consider the changing relationships between Australia and other countries and the role that wartime events had in shaping Australia and its international relations. The unit has strong links with other disciplines. Studies of art, music, geography and literature inform and deepen the students' understanding.

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Main Lesson Descriptions - Class 9 Term 3

Ecosystems and Human Culture

Students increasingly explore the people who inhabit a region, their relationship to the environment, the cultural overlay of human presence, and their relationship to flora and fauna. From physical environment to resource availability and development, climatic and agricultural variation, and population and settlement distribution, students begin to examine the physical, social and cultural evolution of the world including contemporary events and issues. With the expanding consciousness of the adolescent such a topic can be approached from the point of view of contrasts and polarities.

Conic Section

This topic provides an experience of the creation of form in space through the polarities of the radial and peripheral growth processes. These polar processes find their expression in the construction of the conic sections, firstly by the intersections of concentric circles, and then through the construction of their envelopes. Through the process of construction it becomes clear that the conic sections are all merely metamorphosed forms of the circle. In mathematics, a conic section is a curve obtained as the intersection of the surface of a cone with a plane. The three types of conic section are the hyperbola, the parabola, and the ellipse; the circle is a special case of the ellipse, though historically it was sometimes called a fourth type.Over the course of this topic the conic sections are described both graphically and algebraically.

The Telephone and Combustion Engine

The students gain an insight into the emergence of two inventions that continue to have a profound impact on human life on Earth. The technology is based on the practical application of how the human voice can be reduced to electric signals and how fuel combustion principles can power engines. The emphasis is on applying understood ideas in a practical application, where the thinking is tested and linked to hands-on skills needed in the application.

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Main lesson Descriptions - Class 9 Term 4

The Making of the Modern World

Modern History is considered in the light of ideas that motivated change and shaped the world we live in. Students study major events and turning points from the beginning of the 19th Century to the present-day. They examine current world issues and trace their historical roots. They consider accounts of events from multiple sources and perspectives in order to understand international relations from a variety of viewpoints.

Human Biology - Intentionality

This course attempts to introduce a method of understanding the human form both in it's homology with the animal kingdom and its uniqueness as a basis for the human life of intention. Comparisons are made with homologous organs in the animal kingdom in an attempt to discover that which is unique in the form and function of the human body. Emphasis is given to study of the skeleton through comparative description and drawing, though recent developments in understanding neuroplasticity are very relevant to this topic.

Australian Literature

In considering the impact of the nature of the land of Australia on the inhabitants, this unit is attuned to the general focus of the curriculum on physicality during this stage. Possible themes that can be explored include the indigenous peoples' experience of the land and their Dreaming, the reactions of early colonists to their new landscape, the growing sense of mateship and the tensions between the city and bush that influenced writers during the period of national awareness, and further historical factors and cultural values that shaped the modern period.

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Main Lesson Schedule - Class 10

Term 1

- Birth of Literature
- Number and Algebra
- The Earth in Motion

Term 2

- Trigonometry and Surveying
- Salt Chemistry
- Drama Study

Term 3

- Early Human Societies
- The Human Community
- Mechanics

Term 4

- Sequences and Series
- Circulatory System and the Inner Organs
- Ancient Cultures

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Main Lesson Descriptions - Class 10 Term 1

Birth of Literature

The unit provides an overview of the relationship between the development of human consciousness and literary forms. Students are given the opportunity to develop an understanding of the importance of literary expression by tracing the evolutionary growth of the mythological sagas through significant cultural periods. The study includes an exploration of the characteristic features of the heroic style of writing. Inspired by the language-rich context of the epic stories, students experiment with writing their own creative versions of the sagas; they discover the important role language plays in bringing their inner imaginative world of experience to expression. Through the great sagas students gain insight into the cultural lives of distant peoples which supports them to come to a better understanding of their own aesthetic and literary heritage. In this way the unit assists students to become critical and discerning citizens.

Number and Algebra

This topic allows students to consolidate and strengthen their understanding of Algebra, and discover areas in which Mathematical disciplines which previously appeared separate begin to overlap and merge. Students are also exposed to different number bases and their applications.

The Earth in Motion

The students have as a latent question: Is the Earth as a whole an organism or a dead inorganic form? The students can begin to answer this question in this block. We turn to the most varied movements of air, water, and the rock layers of the earth's crust. The young person has the opportunity with this topic to get closer to one of the great mysteries facing humanity - the changing weather and the different causes which influence it.

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Main Lesson Descriptions - Class 10 Term 2

Trigonometry and Surveying

This topic focuses on the use and understanding of Trigonometry and its applications to areas as diverse as surveying, mechanics, navigation, engineering, physics, astronomy, mapping, military operations and construction. A thorough picture is presented of the historical significance and development of Trigonometry and Surveying, with emphasis on practical work, applications, mathematical theory and worked examples.

Salt Chemistry

The topic salts, as both the origin and the end of acids and bases, has a degree of intellectual challenge which demands the students understand the laws of salts in a way that they are able to live into and predict phenomena involved with salt and water and salt and fire. The topic provides good material for the intellectual growth of the student but also provides insight into an important area of environmental concern - salinity, a topic that requires understanding and care.

Drama Study

In this unit students develop self-expression through speech, movement and body language. They explore in depth the themes and imaginative content of a written dramatic text and experience the transformative power of language in general and poetry in particular. Students are guided towards an understanding of character and their part in the play as a whole. Intensive work on expression and articulation accompanies exploration of the dramatic and emotional content of the play. Students develop their relationship to their roles and the play as a whole; they are given the opportunity to study the plays experientially - in an embodied way - by becoming involved at some level in the performance of the text.

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Main Lesson Descriptions - Class 10 Term 3

Early Human Societies

This unit focuses on the era of nomadic hunter-gatherer communities that preceded the dawn of the great ancient civilisations. The students examine the culture, art, and technologies of the Paleolithic Age to the Agricultural Revolution. Students learn of the movement of early humans into all continents. A picture is given of occupations in Africa, the Americas, in North West Europe and in Siberia. The Aboriginal and Torres Strait Islander peoples call for special attention and constitute a major part of this study.

The Human Community

This topic examines the responsibility the human community holds in supporting freedom in the cultural sphere, equality in sphere of rights and cooperation in the economic sphere. By travelling through both the physical and human environment students explore the resourcefulness of individuals and communities in the journey towards cooperative development so freedom can be attained. Such a study extends the study of the physical landscape by examining the impact of both natural human condition of the Earth. It includes a study of management of such issues and development of strategies at an individual, national and global scale.

Mechanics

The traditional areas of mechanics, kinetics, statics and dynamics are an exact and mathematically based physics, however, the attempt here is to gain, as well, a body experience of movement and force so that what can remain abstract in the mathematical formula becomes meaningful from an experiential perspective.

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Main Lesson Descriptions - Class 10 Term 4

Sequences and Series

This topic extends the student's concept of number beyond the finite. The Mathematical theory for Arithmetic, Geometric and Harmonic Sequences and Series is developed as a logical extension of the basic principles of number patterns. Practical applications of this theory are studied from sources as diverse as art, architecture and music, as well as the natural, built and business worlds.

Circulatory System and the Inner Organs

This topic attempts to provide an understanding of the organs of the body in relation to the soul - spiritual (psychological - consciousness) nature of the human being. This involves understanding the anatomy and functional relationships of the organs with the circulatory system for processes such as respiration, digestion, warmth maintenance, immune response, excretion, blood formation, heart health and renewal from sleep.

Ancient Cultures

In this unit students examine the dawn of the great civilisations. They will explore factors in the turning points: the Agricultural Revolution, domestication and specialisation and the urban revolution. Students compare the factors influencing the establishment of settlements in the Tigris and Euphrates Region, the Indus Valley, the Yellow River in China, in Japan, North Africa and the Americas. The environment is of special significance in the development of the human story. The Class 10 student will use and evaluate primary and secondary sources, consider archaeology evidence and weigh differing interpretations. Consideration of myths, music and art forms enriches the picture of these cultures. Continued emphasis is placed on the emergence and spread of ideas and the relationship of a people to the environment.

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Outdoor Education at Chrysalis

By Year Nine, five of the 12 Main Lessons are integrated into the Outdoor Education program, with students spending over 49 days away from school. This represents a major chunk of the school year, as students spend time on a Subsistence Farm to study the Transformation of Plant Substances, they study the Story of Life through a 15 day Adventure Journey, Forces that Shape the Earth on an 8 day Bushwalk and study Music on a 10 day Desert Trip. Students will also complete their bronze, silver and possibly gold Duke of Edinburgh Award over the 2 years. By this stage the ideals of self sufficiency and independence are established. Students are required to live up to high ideals for both themselves and their community.

Time spent in the bush is an important complement to school based education. Living with peers in an unfamiliar context nurtures qualities such as independence, self sufficiency, understanding of personal differences and value in relationships. Such qualities are often developed healthily and naturally in the bush. We provide, through a series of solo and small group experiences, an awareness of self in a variety of contexts.

In Class 10, students are also immersed in an extensive Outdoor Education program in which 5 of their Main Lessons are once again integrated into outdoor journey experiences. Students will venture to Arnhem Land and Kakadu to study Early Human Societies and the Human Community, they will study Surveying and Trigonometry as well as Salt Mineralogy in an exploratory trip to Lake Mungo, complete 40 hours of Community Service and finally students will study The Earth in Motion on their final Duke of Edinburgh expedition.

Our Outdoor Education program seeks to develop conservation ideals and values associated with preservation of natural areas. Through trips to a large variety of environments we seek to develop a range of skills necessary for safe, minimal impact travel in the bush and an appreciation of, and reverence for, natural beauty.By Year Nine, 5 of the 12 Main Lessons are integrated into the Outdoor Education program, with students spending over 49 days away from school. This represents a major chunk of the school year, as students spend time on a Subsistence Farm to study the Transformation of Plant Substances, they study the Story of Life through a 15 day Adventure Journey, Forces that Shape the Earth on an 8 day Bushwalk and study Music on a 10 day Desert Trip. Students will also complete their bronze, silver and possibly gold Duke of Edinburgh Award over the 2 years . By this stage the ideals of self sufficiency and independence are established. Students are required to live up to high ideals for

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Outdoor Education Overview

Term 1 - Class 9

Subsistence Farming Camp - 11 Days: Transformation of Plant Substances - Science

Students explore the qualities of substances formed from sugars. Students will make tea tree oil from tea tree and lavender oil from lavender, to name a few.

The Story of Life - 15 days: Biography Work - English

A richly textured tapestry of biographical memories and stories emerge as students live out an adventure story taking place in their own life as they take on a 15 day journey of a lifetime in their own backyard. This journey will include abseiling, bushwalking, rafting and mountain biking.

Term 2 - Class 9

Forces that Shape the Earth - 8 Days - Geography

In this majestic landscape students will delve into the processes that underlie the solid and more rigid part of the world. Students will get to question the origins and the passing away of the stones in the processes of mountain building, earthquakes and volcanism first hand in the ancient landscape of Carnarvon Gorge - linked by the polarities of compression zones and expansion zones.

Term 3 - Class 9

Poetry of Protest and Change - 8 Days - English / Music

Students will have the opportunity to explore their individual relationship with the material and spiritual world through songwriting and composition work.

Term 4 - Class 9
Duke of Edinburgh Bronze Expedition Journey - 5 Days
Students will plan for and undertake a 5 day mountain biking trip in which they will be shadowed by an adult - but students will run the trip independently in order to complete their bronze Duke of Edinburgh award.

Term 1 - Class 10
Duke of Edinburgh Silver Expedition Journey of choice - 6 Day Expedition
For this expedition students plan a 6 day journey into a more remote setting and can choose bushwalking, canoeing, mountain biking or horse riding as the mode of travel.

Term 2 - Class 10
Surveying/Trigonometry and Salt/Mineralogy - Maths and Science Main Lesson
Through a practical hands - on surveying experience students learn to understand the use of trigonometry and its historical significance. Students create a map of an area or use surveying techniques for living research.

Term 3 - Class 10
Cultural Studies in Arnhem Land - Early Human Societies and Human Communities - HSIE, English, Music, Visual Arts, and Duke of Edinburgh Project Work.
Through a 6 week cultural immersion in Arnhem Land - students will examine and experience culture, art and technologies of a handful of Ancient Cultures within the largest tract of Aboriginal land in Australia. Students will embark on a community project as part of their Duke of Edinburgh award within this cultural experience, journey through this ancient landscape in a long expedition and participate in a unique kind of schooling that will bring these 2 Main Lessons to life and provide an insight into a part of Australia that very few Australians know.

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The Duke of Edinburgh's International Award.

What is the D of E?
The Duke of Edinburgh (DofE) course is the world's leading youth achievement award. It's about challenging yourself, having fun and developing problem-solving teamwork and confidence. This will help you stand out in your education and future career prospects.

Key Learning Sectors:

Achieving the Award:
To achieve an Award, each student must learn a skill, improve their physical wellbeing, volunteer in their community and experience a team adventure in a new environment, while being supported by a network of adult Award Leaders, Assessors, and Supervisors.

Short Term Benefits:

- Confidence
- Resilience and determination
- Relationships and leadership
- Creativity and adaptability
- Planning and problem solving
- Intercultural competence
- Personal and social well being
- Communication

Long Term Benefits:

- Improved educational attainment
- Improved employability and sustainable livelihoods
- Improved health and well-being
- Increased participation in civic life
- Social inclusion
- The environment

The Fundamentals of the Award:

- Regular participation in activities is required to meet the time requirements of each Award Section and Level.
- Focuses on capacity building by encouraging all young Australians to make independent decisions and to negotiate priorities through participation.
- Provides a framework that works with all young people in any conceivable situation. This includes youth at risk, Indigenous youth, new refugees, marginalised youth, young people in regional and remote communities, and young people with disabilities.
- Assists with the provision of social infrastructure in the community and draws together and connects people, institutions and generations with the common purpose of youth development and inclusion.

How can we achieve our DofE goal at Chrysalis?

Project based
Diving deep into subject matter. Instead of just servicing the required hours, we are aiming for an in-depth appreciation of the working components of each DofE section.

Sustainability
Looking at how our projects can improve our environment with forward thinking.

Syllabus integrated units
Using a variety of specialist teachers and experts to cover mandatory content whilst accommodating the components of the DofE.

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Year 9 Duke of Edinburgh

These projects have not yet been set in stone as to when they will run. If the stars align this would be an ideal flow of the various projects.

Term 1: Introduction

- What is DofE?
- Registration of individual students
- Brainstorming interests of students and how they could all service the DofE hours in their own unique way.
- Bronze medallion:
    - This program will be completed to prepare our students for their outdoor education and camps. The program involves qualifications including:
        - Minimum standard for a qualified lifesaver
        - Aquatic survival skills
        - Senior First Aid

Term 2: AFL coaching

- AFL AusKick clinic
- In conjunction with PASS syllabus content
- Students will learn the basic skills of the game and be provided insights into how to coach the sport
- Students will develop their coaching skills by taking on skills workshops with younger year groups at Chrysalis
- In turn developing communication, leadership and teamwork skills.
- We will look at local agencies with disadvantaged students to attempt to develop relationships within the community. This may include students with special needs.
- This will satisfy service, skills and sport components of the DofE.

Term 3: Catering/Community garden

- Researching healthy, sustainable and seasonal produce to design and create recipes.
- Developing a recipe book
- Creating meals for students to purchase at the school or for parents to buy and take home to save time on meals
- Designing, building and growing a self sufficient community garden.
- Understanding composting processes
- Researching seasonal planting and companion planting
- Preparation for Arnhem land trip 2023
- Garden to table

Term 4: Beachcombing

- Clearing plastics from local beaches
- Repurposing the plastics
- Creating art with the plastic
- Creating data on the types of plastic collected
- Reaching out to agencies such as “the plastic collective” to create partnerships

Year 10 Duke of Edinburgh - 2023

Term 1: Bush Regeneration

- Removing introduced species and planting native flora to the habitat
- Analysing symbiotic relationships within the ecosystems
- Testing the local environment
- Working with National Parks
- Bush foods and medicine

Term 2: Drama/Art performance

- Looking at working with aged care facilities on delivering performances that the students develop
- For students not wishing to be involved in the performance side of the project there will be jobs such as filming, sound and communication.
- Students will spend time within aged care facilities to develop relationships with people in the community that often get overlooked.

Term 3: Arnhem Land trip

- Developing relationships with Traditional Owners in the Northern Territory, Arnhem Land.
- Visiting culturally significant sites and learning the old ways
- Experiencing first hand the ancient knowledge system of Aboriginal’s in the Arnhem Land on country.
- Building an industrial sized orchard to provide access to fresh, healthy and sustainably sourced food for isolated communities.

Term 4: Passion project

- Students develop their own project that allows them to target the hours needed to complete the DofE milestone.
- Idea: Designing and building purposeful structures using bamboo at Chrysalis

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PDHPE Program Chrysalis Steiner School Class 9 & 10.

Course description

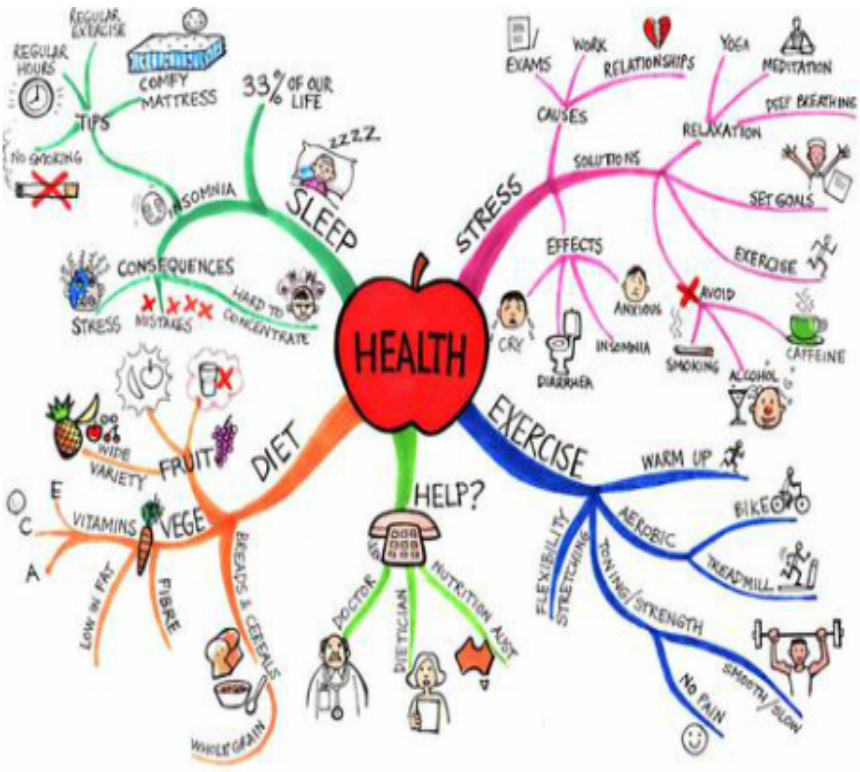
In this course students will look at health through a holistic lens. How each student can strive to be the best version of themselves whilst playing a valuable role within the community. Students will unpack topical issues from objective perspectives to gain an understanding on the way in which people's perspectives are derived. The program will place particularly strong emphasis on disadvantaged groups within Australia. The objective is to build empathy for disadvantaged groups and a deeper understanding of social justice issues so that our students can embody change for the future. The program will look at linking with the Duke of Edinburgh program and help to prepare our students for their final tour in Arnhem Land.

Students will participate in weekly sporting sessions on Friday's where they will play a variety of games in a safe and fun environment.

The theory content will include:

Year	Term	Topic	Content
9	1	Health	● Nutrition ● Physical Activity ● Spiritual, social and emotional
9	2	Types of training	● Coaching strategies ● Energy systems ● Training for performance ● Designing a session
9	3	Gender and Sexual identity	● Contraception and STI's ● Puberty ● Gender stereotypes
9	4	Influences on health	● Perception of health ● Disadvantages to health ● Cultural, economic and geographic influences on health

10	1	Relationships	• Legal and moral codes of conduct • safe and positive relationships • Occupational relationships
10	2	Drugs, Alcohol and mental health	• Types and impacts of drugs • How to be safe and supportive of others • Managing mental health
10	3	Road safety	• Health promotion and campaigns • Laws and regulations • Gender roles
10	4	Inclusivity	• Gender identity and equality • Media • Advocates for change



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Music Program Chrysalis Steiner School Class 9 & 10.

Course description

All students have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Key Features:

1. Students receive 1 on 1 music lesson with music tutor on an instrument of choice **subject to availability*.
2. Project Based Learning covering a variety of styles
3. 2 hours of music classes per week.
4. Masterclass sessions with professional musicians/educators.
5. Composition/Recording & Technology Unit.
   (Write and record a song or piece of music)
6. Class Festival Excursion/Performance
7. Personalised Interest Project where students connect with a mentor to explore and investigate a specific musical area.
8. Regular performance opportunities including: school events, busking, open mic, community gigs, potential school bands tour.

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Unit Description:
The Chrysalis Year 9 Music Program will see students experience & develop their musicality through a range of activities including:

- Performance (solo/ensemble)
- Composition
- Listening
- Music Theory / Musicology

These areas are constantly explored through a variety of units which change each term.

Year 9 = Music of a Culture, Popular Music, Music for Small Ensembles & Australian Music
Year 10 = Rock Music, Jazz, Music & Technology

The Performance Learning Experiences

- Performing a range of repertoire
- Performing student compositions
- Performing repertoire characteristics of the compulsory and additional topics studied
- Improvising
- Discovering the capabilities and ranges of various instruments and voices
- Accompanying
- Interpreting a variety of musical notation styles
- Using different types of technology for performance
- Performance presentation

The Compositional Learning Experiences

- Improvising, arranging and composing using a variety of sound sources and movement activities
- Using computer-based and other technologies to create and notate compositions
- Notating compositions using notation appropriate to the music selected for study(eg traditional notation, guitar tablature, percussion notation, neumes)
- Developing a portfolio of compositions and compositional work.

The Listening Learning Experiences

- analysing , discussing and responding in oral and written form to a range of repertoire
- Analysing, discussing and responding in oral and written form to how composers have used the concepts of music in their works.
- Reading and interpreting musical scores
- Developing aural discrimination skills to pitch and rhythn
- Sight singing
- Analysing the role technology has played in music throughout the ages.

Class 9 - Project Based Units

Term 1: The Popular Music Project
Term 2: Music of a Culture Project
Term 3: The Australian Music Project: Poetry of Protest & Change
Term 4: Music for Small Ensembles: Personal Interest Project

Class 10 - Project Based Units

Term 1: Blues, Rock and Roll Music Project
Term 2: Jazz Music Project
Term 3: Songwriting & Storytelling: Arnhem Land Cultural Exchange Project
Term 4: Music Technology Recording Project

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The Popular Music Project (Year 9 - Term 1)

Students form small ensembles and collaborate to produce a unique version of a well known piece of music.

Students:

- Produce an analysis of the piece according to the concepts of music.
- Perform a song as a soloist/ensemble to the class.
- Write a chord chart of the piece using MuseScore.
- Complete an in-class aural exam analysing excerpts of music using the Concepts of Music.
- EXTENSION: Record your song using a DAW of choice

Students Learn About

- aurally exploring music of various styles, periods and genres
- identifying, understanding and describing how the concepts of music have been used and manipulated
- responding to and discussing the varying repertoire used in class and in the world of music
- recognising the use of musical concepts in various repertoire characteristic of the topics studied
- understanding how the concepts of music are used and manipulated in compositions and arrangement
- understanding various forms of musical notation used in the repertoire studied

Students Learn to

- listen to and analyse a range of repertoire
- identify how concepts of music have been used and manipulated in a range of repertoire
- respond to the range of repertoire used for listening
- perform music through singing, playing and moving to a range of repertoire
- perform musical compositions and arrangements individually and/or in groups
- perform music that uses different forms of musical notation and technologies

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The Music of a Culture Project (Year 9 - Term 2)

Students work as a soloist or form small ensembles and connect with a mentor to explore the specifics of a music from a culture.

- Work with a mentor to investigate and explore musical elements of chosen culture.
- Produce an analysis of a chosen song according to the concepts of music.
- Learn and perform a set piece as a soloist/ensemble.
- Complete a research presentation on Music of a Culture.
- Complete an in-class aural exam analysing excerpts of music using Concepts of Music.
- EXTENSION: Record your song using a DAW of choice

Students Learn About

- Experimenting and improvising music representative of various styles, periods and genres
- Creating simple compositions both individually and in groups
- Notating compositions using various forms of traditional and non-traditional notation

Students Learn to

- Experiment wand improvise both individually and in groups using stimulus characteristic of the repertoire studied
- Organise musical ideas into simple compositions both individually and in groups
- Explore forms of musical notation, including computer-based applications, as a method of recording their own musical ideas.

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The Australian Music Project: Poetry of Protest & Change (Year 9 - Term 3)

Students collaborate to study Australian musicians, artists and writers endeavouring to explore expressions that have captured the stories of a time in our history where protest and change was at the heart of a movement.

Students:

- Embark upon an 8 day desert trip adventure.
- Produce an analysis of an important piece of music relevant to 'place' according to the concepts of music.
- Write and perform an original song/piece as a soloist/or in an ensemble to the community with a focus on using music as a medium to bring change in the world where we live.
- Write a chord chart of the piece using MuseScore
- Complete an in-class aural exam analysing excerpts of music using the Concepts of Music.
- EXTENSION: Record your song using a DAW of your choice.

Students Learn About

- aurally exploring music of various styles, periods and genres
- identifying, understanding and describing how the concepts of music have been used & manipulated
- responding to and discussing the varying repertoire used in class and in the world of music
- recognising the use of musical concepts in various repertoire characteristic of the topics studied
- understanding how the concepts of music are used and manipulated in compositions and arrangement
- understanding various forms of musical notation used in the repertoire studied

Students Learn to

- listen to and analyse a range of repertoire
- identify how concepts of music have been used and manipulated in a range of repertoire
- respond to the range of repertoire used for listening
- perform music through singing, playing and moving to a range of repertoire
- perform musical compositions and arrangements individually and/or in groups
- perform music that uses different forms of musical notation and technologies

The Music for Small Ensembles Project (Year 9 - Term 4)

Students form small ensembles and collaborate to produce an original piece of music that draws inspiration from the elements of an existing piece of music.

Students:

- Produce an analysis of the chosen piece according to the concepts of music detailing how they will use those concepts in the construction of the new piece of music.
- Perform a song as soloist/ensemble to the class.
- Write a chord chart of the piece using MuseScore.
- Complete an in-class aural exam analysing excerpts of music using the Concepts of Music.
- EXTENSION: Record your song using a DAW of choice

Students Learn About

- aurally exploring music of various styles, periods and genres
- identifying, understanding and describing how the concepts of music have been used & manipulated
- responding to and discussing the varying repertoire used in class and in the world of music
- recognising the use of musical concepts in various repertoire characteristic of the topics studied
- understanding how the concepts of music are used and manipulated in compositions and arrangement
- understanding various forms of musical notation used in the repertoire studied

Students Learn to

- listen to and analyse a range of repertoire
- identify how concepts of music have been used and manipulated in a range of repertoire
- respond to the range of repertoire used for listening
- perform music through singing, playing and moving to a range of repertoire
- perform musical compositions and arrangements individually and/or in groups
- perform music that uses different forms of musical notation and technologies

Unit Outcomes:

A student:

5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts

5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology

5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study

5.5 notates own compositions, applying forms of notation appropriate to the music selected for study

5.6 uses different forms of technology in the composition process

5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

5.10 demonstrates an understanding of the influence and impact of technology on music

5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening Experiences

IT Competencies / Indicators:

Musicians are avid consumers of new technologies. Advances during the twentieth and twenty-first centuries have influenced and will continue to influence the ways in which musicians work, both in terms of the instruments they play and the means by which they perform, listen to, compose, record and share their music.
Students will be actively involved in using music technology within the course which will take place through the use of a range of technology including but not limited to midi-compatible keyboards, iPads and computers, software music DAW (Digital Audio Workspace) programs such as Garageband, MuseScore, Music Ecademy and all course content accessible on the school Google Classroom system.

Numeracy Focus/Literacy Focus:

Numeracy Focus: In the Stage 5 course the development of numeracy skills will be evident in students developing an understanding of traditional notation, a symbol system that relies on developing an understanding of patterns and fractions. The development of skills in traditional notation are evident in Music content.

Literacy Focus: In the Stage 5 course students will explore literacy by describing, classifying and interpreting meaning from a range of sources, including textual, sound, graphic and multimedia sources. They learn to critically evaluate information and prepare work for different audiences (eg a written report and a review of a performance). Students will become familiar with and use an increasing music vocabulary in both oral and written forms and will also develop significant skills in music literacy as a result of their engagement with this syllabus.