

**Ngā Puna O Waiōrea
Western Springs College**

**Year 10 Options Course Book
for 2018 Courses**

Whaia Te Mātauranga



General Advice & Guidelines for Choosing a Course in Year 10

COURSE SELECTION

Students should make an informed decision about their option choices, and must have their parent/guardian's agreement. The information in this booklet will be of use here, but students may also benefit from discussing their options with relevant teachers and Heads of Department as well as their Head of House. The Senior Course Books, also on the school website, gives information on possible progression routes in a subject.

The number of classes running in an option depends on student demand. Occasionally, if there is very limited demand, a course will not run.

COURSE RECOMMENDATIONS

Western Springs College recommends that students take a 'balanced' course in the junior school. What we mean by this is that students and parents should be mindful of the following:

- A). Choose a range of subjects so that you are still able to have a broad curriculum at this stage of your learning.
- B) If you think you may want to study Chinese or French in Year 11 you will need to choose that language as one of your options in Year 10. Apart from Sports Academy no other Year 11 courses have prerequisites.

MULTI-LEVELLING AND ACCELERATION

Students are encouraged to study at levels appropriate to their ability. In some cases this may mean pursuing courses (core or option) beyond their year level. If you think this is relevant to you please contact Graeme Moran (morang@wsc.school.nz), the Accelerated Students Coordinator, or speak to your Head of House. Please also note on the option form that this is something you are thinking of.

Please note spaces and timetabling may restrict opportunities for acceleration in particular subjects, and this cannot be confirmed until the 2108 timetable is set. **It is therefore important that all students, even those who may be accelerated, complete the option form by the Week 4 deadline.**

COURSE CHANGES & LIMITED SPACES IN COURSES

In most cases students should be able to do the courses they have chosen but in rare cases you may be put into a different course because of limited spaces. If you are not happy with your course or you missed out on a place in the course you selected then please discuss this first with your form teacher or Head of House. **Please note that you cannot just drop a subject or request a change, you must discuss this with your Head of House.**

DEVICES

All students will require an electronic device, with keyboard, for all option and core subjects.

HOMEWORK

To develop sound study habits and raise student achievement an average of one hour per night for juniors is the usual expectation..

SUPPORT WITH LEARNING

- Homework Centres are run through the school library, the Learning Centre and departments.
- The Library is open for students Monday to Friday 8.00a.m to 4.30pm
- The Learning Centre is also available for students who would like help with examination technique, study skills, revision skills and essay writing.

The Option Form is on the back cover of this booklet. Print and return it to the office, or make sure your parent/guardian emails your choices to the School Office (admin2@wsc.school.nz) before the end of Week 4 of Term 4 2017 (10th November).

If you return the options form after this point you severely restrict your chances of being able to take the options you prefer.

Full-Year Language Courses

There are prerequisites for the Chinese and French courses, but not for Te Reo Maori

All courses can lead to Level 1, 2 and 3 NCEA courses, and all Level 3 courses provide 14 or more NCEA credits in a university-approved subject.

If students wish to take Chinese or French at NCEA in Year 11 they must take the same language as a full-year Year 10 option.

Chinese

This course is a full-year course, with lessons three times weekly. It covers up to Level 6 of the new curriculum developing useful communication skills.

Course Content/ Course Structure

Chinese culture is introduced through the relevant topics, and vocabulary is extended through a range of learning activities: videos; songs and language websites.

Regular learning and revision including online work is necessary.

Topics:

- Talking about Self
- Family & Pets
- Hobbies & Sports
- School life
- Seasons & Weather
- Shopping

Learning Outcomes for the Course

Term 1

- 1) Recognise required Chinese characters for body parts, appearance and personality.
- 2) Write a short essay about 'self' in Chinese with the support of resources.

Term 2

- 1) Listen and understand spoken Chinese about family and pets.
- 2) Read and understand written Chinese about family and pets.

Term 3

- 1) Listen and understand spoken Chinese about hobbies and sports.
- 2) Read and understand written Chinese about hobbies and sports.

Term 4

- 1) Write in Chinese with images about school life, with support of resources.
- 2) Deliver a weather report presentation in Chinese with visual support.

Assessment

Assessments focused on four language skills (reading, writing, speaking and listening) and will be done following NCEA format.

Equipment Required

course required workbook (*Jinbu 1*)
A4 size exercise book (for handouts and notes)
B5 size exercise book (for homework & short tests)

Course Fees

About \$20

Prerequisites

Prior learning/knowledge in Year 9 or at the discretion of the Head of Department.

French

This is a full-year course, with lessons three times weekly. It covers up to Level 6 of the new curriculum developing a 'survival kit' of useful communication skills.

Course Content/ Course Structure

An understanding of French culture is developed in class with research assignments, and vocabulary is extended by introducing a range of learning activities: videos; songs and language websites. Regular revision of class work is necessary.

Topics:

- Weather and Clothes
- Talking about self
- School life
- Food and Snacks
- Leisure activities
- Holidays
- Dreams for the future

Learning Outcomes for the Course

Term 1:

- 1) Demonstrate understanding of a variety of short spoken texts.
- 2) Demonstrate understanding of a variety of short written texts.
- 3) Demonstrate involvement with speaking activities.

Term 2:

- 1) Give a spoken presentation in French.
- 2) Demonstrate involvement with speaking activities.

Term 3:

- 1) Demonstrate thorough understanding of a variety of short spoken texts.
- 2) Demonstrate thorough understanding of a variety of long written texts.
- 3) Demonstrate involvement with speaking activities.

Term 4:

- 1) Write a text in French about myself.
- 2) Demonstrate involvement with speaking activities.

Assessment

Assessments focus on four language skills (reading, writing, speaking and listening), and will be done following NCEA format.

Equipment Required

Access to online homework website
A4 size exercise book

Course Fees

About \$20 for electronic resource access

Prerequisites

Prior learning/knowledge in Year 9 or at the discretion of the Teacher in Charge of French and/or Head of Department of Languages.

Te Reo Māori

This course aims to provide a foundation and base for Level 1 NCEA Te Reo Māori and aligns with levels 1-4 of the Te Reo Māori Curriculum document. The development of Te Reo Māori speakers is an integral part of today's society and this course assists in extending the skills of the beginning language learner.

Course Content / Course Structure

The module topics are combined with a language programme to develop students' fluency and accuracy and to enhance their confidence to speak te reo in a variety of situations. Vocabulary is extended by introducing a range of learning activities: videos, songs and language websites. Regular revision of class work is necessary.

All the modes of language learning are covered throughout the year:

- tuhituhi / writing
- kōrero / speaking,
- whakarongo / listening,
- pānui / reading,
- whakaatu / presenting,
- mātakitaki / viewing

Learning Outcomes for the Course

Term 1

- 1) Use and respond to simple classroom language.
- 2) Communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin.
- 3) Communicate by comparing and contrasting habits.
- 4) Communicate by comparing and contrasting routines.

Term 2

- 1) Communicate by comparing and contrasting customs.
- 2) Communicate immediate past events.
- 3) Communicate about past activities and events.
- 4) Describe, compare and contrast people, places and things.

Term 3

- 1) Distinguish between past and present actions and states.
- 2) Use appropriate writing conventions.
- 3) Communicate about time, weather and seasons.
- 4) Make use of context and familiar language to work out meaning and relationships between things, events, and ideas.

Term 4

- 1) Use possessive pronouns appropriately, in a group activity.
- 2) Communicate about physical characteristics, personality, and feelings.
- 3) Discuss topics of mutual interest.
- 4) Use appropriate writing conventions.

Assessment

Major tests include speaking, listening, reading and writing skills, and regular vocabulary tests.

This will require regular homework and grammar and vocabulary revision, as well as online learning

Equipment Required

It is advised that students purchase a copy of "The Raupo Pocket Dictionary of Modern Māori" (P.M Ryan) from bookstores or download a Māori dictionary 'app' onto their devices for use.

Course Fees

None

Prerequisites

None

Te Reo Rangatira

Students already proficient in Te Reo Māori should discuss with their Year 9 Māori Studies teacher the possibility of taking Te Reo Rangatira in Year 10 instead of Te Reo Māori.

Half-Year Non-Language Courses

Apart from Sports Academy, there are no prerequisites for these courses. (Students wishing to take Sports Academy must participate in school sport/s, and the number of students admitted to the course is limited.)

All courses can lead to Level 1, 2 and 3 NCEA courses, and all the related Level 3 courses provide 14 or more NCEA credits in a university approved subject.

Students can pick up any of these subjects at NCEA in Year 11 without taking the related Year 10 Option in that subject.

Business Studies

This course is an introduction to the commercial world in which we live and offers students a hands-on approach a variety of interesting topics. It covers many basic Accounting, Marketing and Economic concepts, which also enables students to obtain a feel for both Accounting and Economics prior to the selection of Year 11 courses.

This course aims to ensure students get an insight into running a small business and also gain everyday financial literacy skills such as budgeting, taxation and knowing the basics of investing.

Course Content/ Course Structure

An introduction to Financial Literacy through the study of:

- Business Structures
- Marketing
- Basics of Economics and Accounting
- Running a small business
- Excel Statements

- Introduction to the Share Market
- Buying a house
- Calculating Tax
- Budgeting
- Project - How much you cost your parents
- Credit Basics

Learning Outcomes for the Course

Term A:

- 1) Demonstrate understanding of the skills and attributes of Entrepreneurs.
- 2) Understand the principles for good consumer investment decision-making.
- 3) Understand and apply fundamental economic concepts and models.

Term B:

- 1) Understand and apply marketing concepts.
- 2) Analyse accounting transactions and prepare financial statements.
- 3) Understand and apply accounting concepts.

Assessment

Through posters, oral presentations, class tests, group tasks and assignments.

Equipment Required

None

Course Fees

None

Prerequisites

None

Dance

Dance is offered as an option for year 9 and 10 and as an NCEA subject for years 11, 12 and 13. At year 10 the course is mostly practical and gives students foundational Dance skills and knowledge. Students will have the opportunity to attend class trips to see live dance and to perform in the Junior Arts Festival.

Course Content/ Course Structure

- Perform Dance: students will learn performance skills in a range of dance styles, including contemporary and hip hop.
- Choreograph Dance: students will develop choreographic skills through the making of group and pair dance sequences.
- Interpret Dance: using dance as a medium for communication, students will learn to interpret and respond to the dance of others.

The Year 10 Dance course incorporates the four strands of the curriculum:

- *Developing Practical Knowledge in Dance*
- *Developing Ideas in Dance*
- *Communicating and Interpreting Dance*
- *Understanding Dance in Context*

Achievement Objectives for the Course

Term A:

- 1) Learn and demonstrate personal skills and group skills in dance.
- 2) Manipulate the dance elements to create effective dance sequences.

Term B:

- 1) Learn and demonstrate performance skills in dance.
- 2) Learn and demonstrate choreography skills in dance.

Assessment

Assessment is by:
Performing group dances

Choreographing dance sequences with others
Reflection of self-management and contribution to group

Equipment Required

PE gear and exercise book

Course Fees

None

Prerequisites

None

Drama

Year 10 Drama focuses on developing skills learned in Year 9. There is an emphasis on performance and students are given the opportunity to perform in the Junior Arts Festival and the Ponsonby Intermediate Arts Trip. The aim of the course is to gain a great understanding of the techniques and conventions of Drama and to use them effectively to strengthen performances. At level 5 to 6 of the NZ curriculum, students are expected to select the techniques, conventions and technologies effectively, initiate and develop ideas and make critical judgements about the features and meaning of drama.

Course Content/ Course Structure

- Theatre Sports
- Devised Theatre
- Theatre Form
- Physical Theatre
- Acting Technique
- Performance in the Junior Arts Festival and Ponsonby Intermediate Arts Trip

Learning Outcomes for the Course

Term A

- 1) Show evidence of the skills required to perform theatre sports.
- 2) Use physical skills and drama conventions to devise and perform theatre.

Term B

- 1) Create and perform a clown scene.
- 2) Perform a script in a naturalistic style.

Assessment

Theatre Sports - Performance skills
 Devised Theatre – Devising skills and Performance skills
 Theatre Form – Performance
 Acting Technique – Performance and Journal skills – Achievement Standard 1.1(4 x credits for year 11)

NCEA Standards

Achievement Standard 90006 – 1.1

Apply Drama techniques in a dramatic context - 4 Credits

Students are assessed in the style of NCEA with Not Achieved – Excellence.
Credits gained for 90006 will be transferred to the students' records of learning for the following year.

Equipment Required

Comfortable, supportive clothing

Course Fees

None

Prerequisites

None

Media Studies

Media Studies is offered as a junior option for years 9 and 10 and as a senior subject for years 11, 12 and 13, which can lead to the study of the Media and/or film and television at university and other tertiary institutions. This course runs for two terms and builds on any media knowledge you already have. You will complete two modules. There is a practical element to the course and you will be using the camera in each term.

Course Content/ Course Structure

- Revise your practical skills and build on knowledge and skills you already have.
- Use the cameras and editing software.
- Strengthen your collaboration and group work skills.
- Study the features of a genre (a 'type' of film or TV programme).
- Plan and create short film (including a genre film).
- Critically evaluate your own films and the group process.

Learning Outcomes for the Course

Term A:

- 1) Demonstrate understanding of how media conventions/techniques are used in media text/s.
- 2) Demonstrate an ability to work with others on a media production.

Term B

- 1) Demonstrate understanding of how media conventions/techniques are used in media text/s.
- 2) Demonstrate an ability to work with others on a media production.

Assessment

Students will be assessed over a variety of tasks, having multiple opportunities to show their understanding of media conventions (techniques) through analysing their own and other's' work. They will work toward a summative grade assessing their contribution to the group production process (how well they collaborate on and contribute to the making of the short film projects).

Equipment Required

None - although students may use their own camera and tripod if they wish.

Course Fees

None

Prerequisites

None

Music

This course begins to emphasise composing and performing your own music. Topics such as the Blues, World Music and The Big Old Names in music provide the inspiration and structure for student compositions. Composition notation can be done by hand or via a number of software programmes.

Students in this course have first priority for instrument lessons on the itinerant teachers in music programme. In class we will focus on guitar, keyboard and percussion with additions based on the makeup of the class.

Listening and practical work covers a variety of musical styles and just about any style is acceptable for individual performance!

Emphasis is on preparation for Year 11 although students who do not wish to continue with music may also take this course.

Course Content/ Course Structure

- World music
- The Blues
- Elements of music
- Song Analysis
- Film/Story music
- Eras of Classical music
- Theme and Variation

Learning Outcomes for the Course

Term A

- 1) Compose, rehearse and perform structured pieces of music.
- 2) Demonstrate and apply understanding of musical elements, theory and technologies.

Term B

- 1) Further develop composition, rehearsal and performance techniques.
- 2) Apply understanding of theme and variation across musical elements, theory and technologies.

Assessment

Via aural, theory, composition and performance.

Equipment Required

None

Course Fees

None

Prerequisites

None

Philosophy

This half-year Year 10 course includes an NCEA Achievement Standard. It aims to introduce you to a range of philosophical themes, concepts and thinkers, as well as developing logical ways of thinking. It also aims to enable you to consider your world from a fresh perspective, to make connections across traditional subject areas, and to learn to question what you are told.

Philosophy is offered as a Year 10 Option, and after that as a full NCEA course in Years 11, 12 and 13 with full University Entrance status. Although there is a Year 9 option, you do not need to have taken this in order to opt into the Year 10 course.

Course Content/ Course Structure

- *Logic and Critical Thinking*: How do arguments work? How can they go wrong? What makes a good argument? How do you identify bad arguments?
- *Ethics*: Is there such a thing as 'goodness', and if so what does it mean to be good? How can we decide what is the right thing to do? Should we allow boxing? Should we all be vegetarian? Is animal testing justified? Should people have to pay tax? Should we execute people?
- *Human Nature*: Do humans differ from animals, and if so how? Do humans have something that artificial intelligence (ICT machines) could not have? Could a machine think? Could a human survive the destruction of their body?
- *Philosophy of Religion*: Is belief in God rational? Is there life after death?
- *Eastern Philosophy*: Suffering, karma, rebirth and enlightenment in Buddhist thought.

Learning Outcomes for the Course

Term A:

- 1) Research a set philosophical theme and present findings in a written, oral or audio-visual format.
- 2) Actively engage in philosophical discussion through listening *and* contributing.
- 3) Express understanding of philosophical concepts and apply those concepts to actual situations.

Term B:

- 1) AS90819 - Describe key beliefs of a religious tradition.
- 2) Critically question philosophical concepts by reporting on a set philosophical theme with limited support, clustering and linking ideas in a logical manner.

Assessment

Video presentations, extended structured writing, slide-show production,, and debating/discussion activities.

Students will complete a 6-credit NCEA assessment.

NCEA Standards

Buddhism – Karma, Rebirth and Nirvana

AS 90819 - Describe key beliefs of a religious tradition – 6 Credits

Written report, speech or audio-visual presentation.

Equipment Required

An open mind, and an interest in the world around you.
A willingness to listen to others and a desire to develop your discussion skills.
Self-motivation and a determination to build your independent research skills.

Course Fees

None

Prerequisites

None

Sports Academy

Students participate in an outdoor event developing their swimming and running skills. Students will gain understanding about the importance of warm up/cool down, exercise techniques and fitness testing. Students develop strong leadership skills through a unit called 'Survivor'. Confidence and integrity are important skills that are integral to lifelong learning which are closely focused on throughout. All students are to aspire to their full potential.

Course Content/ Course Structure

- Swimming tests
- Fitness testing and body response studies
- Warm up, Cool down, Stretching
- Sport specific goal setting
- Leadership skills
- Confidence in the outdoors
- Expedition – this is a 2 day camp.

Learning Outcomes for the Course

Term A

- 1) Practice and perform in an aquathon event.
- 2) Consistently demonstrate organisational skills and responsible attitudes.

Term B

- 1) Demonstrate leadership qualities through outdoor activities (survivor).
- 2) Consistently demonstrate organisational skills and responsible attitudes.

Assessment

Practical assessment
Written/oral assessments

Equipment Required

Suitable practical footwear, togs, goggles.

Course Fees

\$220 (Includes most camp costs, Sports Academy t-shirt, and other activity costs).

Prerequisites

Effort, participation and dedication in all other areas of school life. Discussion with other teachers and head of house will take place to see if students meet the criteria. Playing sports at Western Springs College is encouraged.

Technology - Design Visual Communication (Graphics)

This is a half year course comprising an Introduction to designing products and spaces, the Design Process, Rendering and Freehand Sketching The aim of this year is to help to equip students with essential DVC skills and knowledge.

Course Content/ Course Structure

The course will allow students to build up their knowledge of Graphics and Design Techniques. This course is recommended to students who are interested in product, environmental and architectural designing. In the second term of the course students also learn to use a 3D computer modelling package to design and present architectural ideas.

Learning Outcomes for the Course

Term A

- 1) Rapidly visualise objects and draw them freehand in a variety of ways.
- 2) Apply shading and texture rendering to two-dimensional and three dimensional objects.
- 3) Successfully draw in isometric and two-point perspective.

Term B

- 1) Communicate effectively using visual methods.
- 2) Create realistic interpretations of designs using graphics techniques.
- 3) Create realistic scale models of designs using a range of modelling materials.

Assessment

Ongoing observation
Assignments

Equipment Required

None

Course Fees

\$25.00 – provides for a graphics kit and consumable resources

Prerequisites

None

Technology - Digital Technology

This is a half year course comprising of an Introduction to digital information technology and digital design.

Course Content/ Course Structure

- Within the digital technology course, students are exposed to a variety of concepts through programming and robotics, Adobe Photoshop and Illustrator
- The year 10 digital technology course is a good introduction to what students could expect in year 11 with a focus on programming and design development using CAD.
- The course will allow students to build up their knowledge of how to manipulate and use digital technology to produce design outcomes. This course is recommended to students who are interested in computers for processing, designing and presentation as well as programming and robotics.

Learning Outcomes for the Course

Term A

- 1) Using research to underpin the design of a product
- 2) Implementing skills in software, producing a file which can be manufactured on a CNC machine
- 3) Ability to work in a group environment to solve problems

Term B

- 1) Developing skills in Adobe Photoshop, having the ability to represent a myth or legend from students background.
- 2) Using feedback from peers in order to develop a design
- 3) Understanding and implementation of basic programming concepts

Assessment

Ongoing observation, 3 project assignments

Equipment Required

None

Course Fees

\$20.00 - this goes towards equipment and consumables

Prerequisites

None

Technology - Food Technology

This course is designed to give students the confidence and knowledge to be able to prepare their own meals in their home for themselves and their family/ friends. They are also taught the importance of making positive food choices and understanding the affects their food choices can have on their future well-being.

Course Content/ Course Structure

The course is broken into 3 key modules, which aim to equip the students with basic domestic theory and practical cookery skills.

- **Happy Food Happy Life**
The first module teaches students the importance of safe food hygiene practices and discusses the significance of food choices in our daily lives. What foods should we eat and why? How do we make good life choices that reduce or eliminate our chances of contracting diseases such as diabetes, high cholesterol and obesity? Students will also cook nutritious and cost effective meals that will set them up for their future.
- **Foods around the World**
The Second module takes the class on a trip around the globe learning about different countries cuisine. This includes learning the different countries' key flavours, ingredients, cooking equipment and of course cooking famous dishes from each country.
- **Organic Breakfasts.**
This module encourages a mindfulness of where we source food from and what we put in our body. With a focus on food sustainability . Students design and make a sustainable organic breakfast while learning about the importance of making sustainable choices in today's society.

Learning Outcomes for the Course

Term A

- 1) Implement practical procedures to demonstrate good food health and safety and confidence in cooking skills.
- 2) Demonstrate understanding of dietary challenges facing young people.

Term B

- 1) Develop an understanding of different countries' cuisine.
- 2) Design and make an organic breakfast dish.

Assessment

Assignments
Presentations
Practical cookery
Teacher observation

Equipment Required

None

Course Fees

\$90.00 – provides for all ingredients

Prerequisites

None

Technology – Hard Materials

Emphasis will be placed on design and manufacture with the aim of improving knowledge of the design process and increasing experience and skills in the workshop. Students will have the opportunity to apply technological principles whilst designing and making products.

Course Content/ Course Structure

- The aim of this year is to help to equip students with essential Hard Technology skills and knowledge.
- Students will work on design elements and make projects, which build on the skills introduced during Year 9.
- Students will aim to improve their ability to organise and plan their work in order to meet given deadlines. The operating mode is one in which design is viewed as a problem solving activity.
- Students are taught how to identify key concepts and to formulate essential design criteria that their designs should meet.
- Research and information gathering techniques are used to help accumulate appropriate information in order to help in the problem solving process.
- Students will make their designs in order to evaluate the success of their problem solving and design thinking.

Learning Outcomes for the Course

Term A

- 1) Develop further understanding of potential properties and methods of finishing common materials through a series of creative projects.
- 2) Develop kinaesthetic skills and practical knowledge that allows successful manipulation of a range of materials.

Term B

- 1) Demonstrate the ability to follow the technology design process to create a successful outcome.
- 2) Develop the ability to reflect on personal practice in order to improve future outcomes.

Assessment

Assessment will be by project outcomes. Students will be expected to keep all design work in an A4 folio.

Equipment Required

None

Course Fees

\$70 – covers all materials provided

Prerequisites

None

Technology - Textiles Technology

The aim of this course is to help equip students with the essential skills and knowledge that are involved in fabric technology.

Course Content/ Course Structure

- They will learn basic skills in garment construction and applying decoration, colour and pattern to fabric.
- Three garments and a hand-crafted item are created from a design brief.
- The design process will be employed involving illustration, research, problem solving and evaluation.

Learning Outcomes for the Course

Term A

- 1) Practice skills in fabric construction and applied decorative techniques.
- 2) Gain knowledge of garment construction and pattern development.
- 3) Develop a design process from a brief showing research, presentation of concepts, sketching and modelling.

Term B

- 1) Demonstrate the application of a range of features to garments.
- 2) Develop an individual craft product from a brief.

Assessment

Each project is assessed as a module.

Assessment is based on achievement, merit and excellence categories and includes the whole process as well as the finished item.

Students are assessed in the three strands of technology which cover practical capability, management, problem solving, ability to document and work through a design process and research skills.

Equipment Required

None

Course Fees

\$70 - covers all materials provided

Prerequisites

None

Visual Arts

Year 10 Art courses are designed with the Key Competencies integral to equipping students with the knowledge, skills and confidence essential to the Visual Arts.

Course Content/ Course Structure

- Programmes have been designed to give students a broad range of art making experiences in two and three dimensional work. This may include combinations of art making approaches such as experimental drawing, pop-art painting, dry-point etching and woodblock printing, black and white photographic processes, basic photo-shop (Adobe CS6) and design techniques, construction and relief sculpture and multimedia formats. This will also function as a thematic taster for Year 11 with a view of the direct pathway to the diverse senior programmes offered in Art Design, Art Painting, Art Photography and Art History.
- Development of ideas will reflect a broad range of subject matter and a variety of motivations which will recognise *toi Māor* and *tikanga Māori*, and the multicultural makeup of students and society.
- Students will develop analysis, interpretation, evaluation and literacy skills through examination of visual arts in society.
- Within the semesters programme combinations of the following four Level 6 achievement objectives will be addressed:
 - *Developing Practical Knowledge in the Visual Arts*
 - *Developing Ideas in the Visual Arts*
 - *Communicating and Interpreting the Visual Arts*
 - *Understanding the Visual Arts in Context*

Learning Outcomes for the Course

Term A

- 1) Demonstrate practical knowledge of Artists characteristics.
- 2) Identify Artists key characteristics.
- 3) Present research on Art terminology.

Term B

- 1) Develop ideas in a variety of media.
- 2) Demonstrate understanding of specific Artist conventions.
- 3) Demonstrate practical application of Art terminology.

Assessment

Learning outcomes and evidence is written for each task and linked to Level 5 of the Visual Arts curriculum. These form the basis of the Year 10 assessment schedules. The students are assessed against the criteria of not achieved, achieved, achieved with merit and achieved with excellence categories.

NCEA Standards

In 201 the Art Department will run the NCEA standard AS 90917 v3 (Art 1.5 worth 4 credits) which is a Level 1 Visual Art achievement standard (to be assessed with the other 2016 Level 1 student samples).

Equipment Required

None

Course Fees

\$30.00, which will cover all materials and trip

Prerequisites

None

Year 9 into 10 Options Form for 2018 Courses

Student's Full Name:	Form Class:
Parent/Guardian's Signature:	

Students in the English-Medium part of the school circle, or electronically highlight, four half-year courses OR one full-year and two half-year courses.

Students in the Maori-Medium part of the school Circle, or electronically highlight, two half-year courses.

<p><u>Full Year Courses</u></p> <p>Chinese French Te Reo Māori Te Reo Rangatira (For students already proficient in Te Reo Māori)</p>
<p><u>Half Year Courses</u></p> <p>Business Studies Dance Drama Media Studies Music Philosophy Sports Academy *Technology - Digital Technologies *Technology – Design and Visual Communication (Graphics) *Technology – Food Technology *Technology – Hard Materials *Technology – Textiles Technology Visual Art</p> <p>(*Students can select no more than two Technology options.)</p>

Return to the office, or make sure your parents email your choices to the School Office (admin2@wsc.school.nz) before the end of Week 4 of Term 4 2017 (10th November).