



PUKEKOHE
HIGH SCHOOL

**Course
Information
Juniors
2023**

Learning Area	CODE	YEAR/LEVEL	Course Name
Arts	09ART	9	Year 9 Art
Arts	09DDR	9	Year 9 Dance-Drama
Arts	09MUB	9	Year 9 Music Band
Arts	09MUS	9	Year 9 Music
English	09ENG	9	Year 9 English
ESOL	09ESOL	9	Year 9 English for Speakers of Other Languages
Health and Physical Education	09PED	9	Year 9 Health & Physical Education
Languages	09FRE	9	Year 9 French
Languages	09JPN	9	Year 9 Japanese
Mathematics	09MAT	9	Year 9 Mathematics and Statistics
Science	09SCI	9	Year 9 Science
Social Sciences	09SOC	9	Year 9 Social Studies
Te Wahanga Whakaako	09MAO	9	Year 9 Te Reo Maaori
Te Wahanga Whakaako	09TAM	9	Year 9 Te Ao Maaori
Technology	09DIT	9	Year 9 Digital Technologies
Technology	09DVC	9	Year 9 Design and Visual Communication
Technology	09FFT	9	Year 9 Food Technology
Technology	09TEC	9	Year 9 Multi Materials Technology

Learning Area	CODE	YEAR/LEVEL	Course Name
Arts	10ART	10	Year 10 Art - Semester
Arts	10ARTF	10	Year 10 ART - Core
Arts	10DAN	10	Year 10 Dance - Semester
Arts	10DANF	10	Year 10 Dance - Core
Arts	10DRA	10	Year 10 Drama - Semester
Arts	10DRAF	10	Year 10 Drama - Core
Arts	10MUB	10	Year 10 Music Band
Arts	10MUS	10	Year 10 Music - Semester
Arts	10MUSF	10	Year 10 Music - Core
English	10ENG	10	Year 10 English
ESOL	10ESOL	10	Year 10 English for Speakers of Other Languages
Health and Physical Education	10PED	10	Year 10 Heath & Physical Education
Languages	10FRE	10	Year 10 French
Languages	10JPN	10	Year 10 Japanese
Mathematics	10MAT	10	Year 10 Mathematics and Statistics
Science	10SCI	10	Year 10 Science
Social Sciences	10SOC	10	Year 10 Social Studies
Te Wahanga Whakaako	10MAO	10	Year 10 Te Reo Maaori
Te Wahanga Whakaako	10TAA	10	Year 10 Te Ao Ahurea
Te Wahanga Whakaako	10TOI	10	Year 10 Toi Whakaari
Technology	10DIT	10	Year 10 Digital Technologies
Technology	10DVC	10	Year 10 Design and Visual Communication
Technology	10FDT	10	Year 10 Food Technology
Technology	10TEC	10	Year 10 Multi Materials Technology



At Pukekohe High School our students have the opportunity to be involved in learning and expressing themselves through **Dance, Drama, and Music and the Visual Arts**.

Students have the opportunity to enrol in a short taster course in each of these four disciplines in Year 9. For many students this will be the first time they have the opportunity to learn in a specialist environment with a specialist teacher. Many students discover they have ability, potential, or a particular enjoyment of one or more of these Arts. Students can select any one of these subjects in Year 10 as an option. Year 10 courses provide an important foundation of skills and learning in a broad range of processes and activities. From Year 11 onwards, the Arts courses start to become increasingly more specialised, and students will explore ideas and create works with more and more confidence and skill. Within each, ākonga (students) develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum.

Through Arts practices and the use of traditional and new technologies, students generate and refine ideas through cycles of action and reflection. Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, communities and cultures. In the Arts ākonga learn to work independently and collaboratively to construct meanings, produce works, respond to and value others' contributions. By actively participating and learning in the Arts students learn to take risks, grow thinking skills and use imagination to engage with unexpected outcomes and to explore multiple solutions.

By participating in the Arts, the personal well-being of ākonga is enhanced. Arts education values the culture and experiences of all ākonga and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Learners develop their ability to view their world from new perspectives. Through the development of Arts literacies - as creators, performers and viewers - students go on to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

Learning in the Arts can lead on to many related job opportunities and careers in creative fields. However the value of learning in the Arts goes well beyond this. Students grow themselves and their competencies in all sorts of important and life-giving ways as they participate actively in learning, such as thinking skills, self-management, commitment, the ability to collaborate, connect with and respond to others, to imagine, take risks, investigate, problem-solve, research, observe, listen, reflect and create.

Einstein said, "Imagination is more important than knowledge."



Year 10 ART - Core

10ARTF



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

Year 9 art

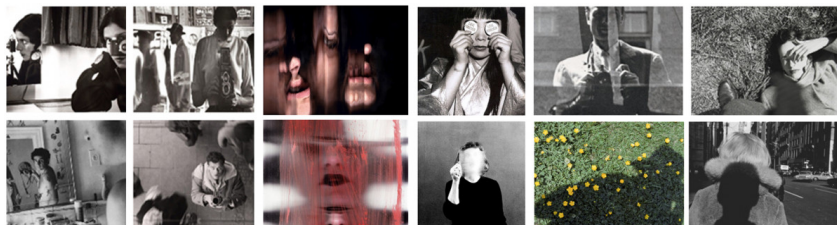


Year 10 ART - CORE is a full year course and is the best foundation for future learning.

Alternate course: Year 10 ART SEMESTER which runs for two terms.

This course is a Creative Mix-It: of practical art media & techniques, photography, and an introduction to exciting digital visual technologies.

Year 10 Art is primarily a practical subject. Students learn through making finished art works and developing an artists' journal. They experience a wide range of techniques and processes, and develop wide range of skills and knowledge.



Course Content Overview ... here's what you will learn and do ...

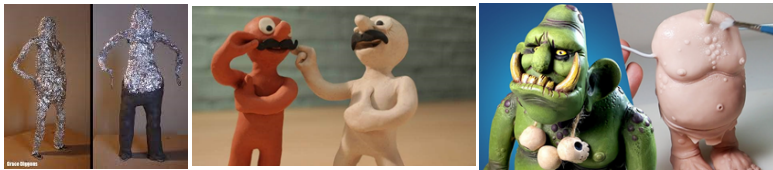
- **DRAWING** using a range of materials and approaches
- Experimental drawing
- Mixed media works
- Portraiture
- Still life drawing
- Stencil making
- digital and analogue drawing processes
- Drawing animals from real life
- Illustration - creative character concepts & animals real and imagined
- **VISUAL RESEARCH SKILLS**
- Idea gathering
- Collecting imagery
- Planning and developing ideas
- Studying artists' works
- **MURAL PAINTINGS** in school and out of school
- Intro to acrylic painting
- Work with digital & mixed media drawing processes to create mural compositions
- Stencils, acrylic paints & spray paints
- Group murals on and off-site; working with visiting artists
- **PAINTING**
- water colour
- acrylic painting
- **PRINTMAKING**
- T shirt and paper Screen printing (can link to Enterprise studies unit)
- Social action-related theme
- Reduction lino-printing – make and sell an edition of prints to raise money for a cause
- Dry point etching
- Cyanotype
- Collagraph
- **PHOTOGRAPHY** – “The Selfie” and “My Whakapapa”
- Portrait unit (self, important others, still life objects, my culture)
- animate your photos
- Create a selfie Zine
- **TRIP** to the City Art Gallery or Museum, and to local sites of interest linked to topics
- **3D WORK**
- Opportunity to make Wearable Art and enter Show Quest
- Clay work
- Modelling of a character - tin foil & plasticine
- **INTRODUCTION TO PHOTOSHOP**
- Layered Images unit – my heritage and whakapapa
- Mixed media art project
- multi-media printed works combined with hands-on art making processes
- **MOVING IMAGE**
- animation

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This course has been created as an foundational course for the specialist courses available in the senior school. It is the best foundation for Year 11 Visual Art, Year 11 Photo-Design and further senior visual arts courses.



Ākonga will have opportunities to participate in **exhibition opportunities** through Mural projects, Ngā Toi Show Quest Wearable Art show, The Auckland Zine festival, the Franklin Art festival and other various competitions.



We can't wait to have you join us in Year 10 Art, to help you develop exciting skills, to learn and think about important ideas, and to see you grow as amazing creative young people. If you have any questions, please connect.

Learning Areas:

[Arts](#)

Pathway

[NCEA Level 1 Art](#), [NCEA Level 1 Photo Design](#)

This full year course is the best foundation for Year 11 Art and beyond. There is a choice of 2 courses in Year 11: Art Practical or Photo-Design. There is a choice of 5 course in Yr 12 & 13: Painting, Printmaking, Photography, Design or Motion Special Effect. This full year 10 ART course gives students a rich base of experiences, skills & knowledge in each of these specialty areas ready for next steps. It will cover the same content as the 10 ART SEMESTER courses, but with the opportunity for more in-depth learning.

Contributions and Equipment/Stationery

Students are encouraged to purchase their own art journal and a basic kit of materials, such as pencils, eraser, brushes. Other useful items to own are coloured pencils and a small set of paints.

Assessment Information

Students are assessed on their finished art works, and of learning developed in their art journals.

Art journals could include practical studies and drawings that students will make as they develop their skills and ideas. They may also contain research notes and studies of artists' works.

Year 10 Art - Semester

10ART



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

Year 9 art



Year 10 Art Semester *will run for two terms .*

Note: the Year 10 ART CORE is a full year course. It allows for students to learn and experience a much broader range of content and skills than this Semester Course, and to learn in greater depth. The full year course is the best foundation for the two Year 11 Art courses: 11 ART and 11 PHOTO-DESIGN.

10 ART SEMESTER

A Creative Mix-It taster course: learn a range of practical art, photographic and digital processes and techniques. Course content may vary slightly between first- half year and second-half year semesters, depending on opportunities that will best enrich and advance students' learning.

There are two main themes:

"SOCIAL ACTION & ME"

"CREATIVE CONCEPTS & DIGITAL PROCESSES"

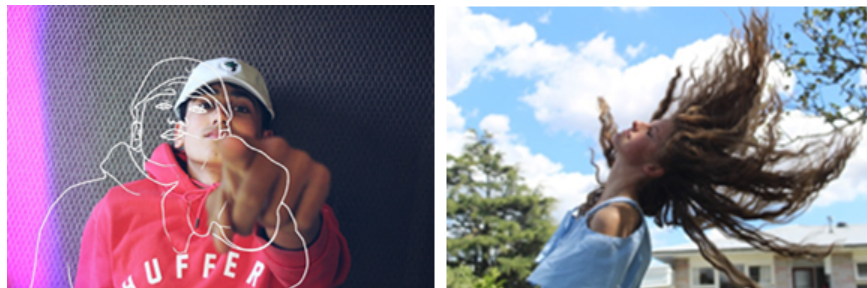
Course Content Overview ... [here's what you will learn and do ...](#)

- **DRAWING** using a range of materials and approaches.
- Topics could include:
 - Portraiture
 - Animals
 - Character design
- **VISUAL RESEARCH SKILLS**
- Idea gathering
- Collecting imagery
- Planning and developing ideas
- Studying artists' works
- **PRINTMAKING** - one of several options per semester:
 - T shirt and paper Screen printing (can link to Enterprise studies unit) on a Social action-related theme OR
 - lino-printing – make and sell an edition of prints to raise money for a cause
- **PHOTOGRAPHY** – "The Selfie" and "My Whakapapa"
- Portrait unit (self, important others, still life objects, my culture)
- **MURAL PAINTINGS**
- more likely to be an active option in the first half of the year
- **3D PROJECT** - range of media
- **DIGITAL ART MAKING** - will vary from first half to second half year
- Students may be introduced to photo-shop, animation, green screen technologies, or other exciting visual-digital art making.



Creativity is essential in a global economy that needs a workforce that is **knowledgeable, imaginative and innovative**. Making and participating in the Arts aids the development of skills that will be necessary for our ākonga (students') futures. Leading people in any field are those who can **think creatively and innovatively**.

Creativity is cited by business leaders as the top leadership competency for the future. Studying the arts teaches **determination and resilience** – qualities useful to any career. It teaches us to **experiment and be curious**, that it is okay to fail, to not get things right the first time and to have the courage to start again. **Not to mention, it is lots of fun and always hands-on!**



In Year 10 Art ākonga learn to **work independently and collaboratively** to construct meanings and produce artwork. Ākonga learn through making practical work and the study of others' art. They learn to make objects and images, to research, source and develop ideas, and to communicate and interpret meaning.

Year 10 Art focuses on the concepts of creativity and connection.



Ākonga will be offered the opportunity to engage in learning in and outside the classroom, such as exhibitions, mural projects, Ngā Toi Show quest Wearable Art show, The Auckland Zine festival, the Franklin Art festival or other competitions.



Ākonga are assessed against the four Visual Arts Curriculum Strands: Practical Knowledge, Developing Ideas, Communicating and Interpreting and the Visual Arts in Context.

We can't wait to have you join us in Year 10 Art, to help you develop exciting skills, to learn and think about important ideas, and to see you grow as amazing creative young people. If you have any questions, please connect.

Learning Areas:

[Arts](#)

Pathway

[NCEA Level 1 Art](#), [NCEA Level 1 Photo Design](#)

This course is a short foundation course and runs for 2 terms only. Course content covers an introduction to: drawing, acrylic painting, mural painting, stencils, screen printing, reduction lino printing, visual research and photography. This content is part of the full year 10 Art course also, which allows for more depth. If you want to continue to study Art in Year 11 or beyond, we encourage you to take the full year 10 Art course.

Contributions and Equipment/Stationery

Students are encouraged to purchase their own art journal, drawing pencils, eraser and brushes.

Assessment Information

Assessment will be focused on practical art work in students' art journals and finished works. Some tasks will involve note taking and research. This can be documented in a range of ways. Learning will be via a combination of individual and group work activities and tasks. Students will be assessed at Level 5 of the Art curriculum document.



Arts - Dance Learning Area

At Pukekohe High School ākonga (students) have the opportunity to be involved in learning and expressing themselves through Dance, Drama, and Music and the Visual Arts.

Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, communities and cultures. In the Arts, ākonga learn to work both independently and collaboratively to construct meanings, produce works, respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

By actively participating and learning in, through and about the Arts students make and respond to their own and others' work. They connect ideas, imagination, senses, and feelings. By participating in the Arts, the personal well-being of ākonga is enhanced. As they express and respond to works and ideas within creative, aesthetic, and technological frameworks, students' confidence to take risks is increased.

Arts education values the culture and experiences of all ākonga and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Learners develop their ability to view their world from new perspectives. Through the development of Arts literacies - as creators, performers and viewers - are able to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

The Arts learning area comprises four disciplines: Drama, Music (Sound Arts), and Visual Arts (Painting, Photography, and Art Design). Within each, ākonga develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum. Through Arts practices and the use of traditional and new technologies, ākonga artistic ideas are generated and refined through cycles of action and reflection.



Year 10 Dance - Core

10DANF



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

Experience as a dancer is not required, however students must be willing to participate in all learning activities, try new things, and want to dance.

Year 10 Dance - Core

Year 10 Dance (Core) is a full year course that provides opportunities for growth in the subject and is suited to ākonga of all abilities. This subject is designed to be a stepping stone towards NCEA Level 1 Dance in Year 11. Within the safe environment of the classroom students will build relationships with their classmates through collaborative group work, and participate in a variety of performance opportunities.

This course is ideal for students who wish to develop skills and express ideas through dance. Students will work with their peers to create original dances and work on creative projects. Any movement and dance skills students already have, linked to their own cultural experience, or developed in dance classes out of school are valued. Experience as a dancer is NOT required, however students must be willing to participate in all learning activities and try new things.

Year 10 Dance (Core) students will complete research and perform dance from a variety of cultures of your own choice, learn to manipulate the dance elements to create interesting movement pathways, learn and perform dances from a variety of different genres, perform in the PHS Dance Showcase, and make a music video. You will have opportunities to work individually, in small groups and as a whole class while you grow your knowledge through movement and practicing dance every lesson. Assessments are largely practical, though there will be a small written component to accompany each assessment.

Dance provides opportunities for students of all abilities to learn and succeed. Experience as a dancer is NOT required. All you need is a willingness to participate and try new things. The course is suitable for male and female students of all backgrounds and prior experience, who who are interested in movement, who like working with other people and enjoy a physical challenge.

Watch of this [short video](#) of a dance class in action!



Course Overview

Term 1

Whakawhanaungatanga - building a class relationship

Dance Around The World - Explore Dance in a variety of different cultures and context.

You will complete research on 3-5 different dance genres/styles, some as a class and some are your own choice. With each dance that you research, you will also learn or create a short dance of that genre. By the end of the Term, you will have done 3-5 different dances.

Term 2

Kowhaiwhai Kanikani - Understand and manipulate the elements of dance.

Using images of kowhaiwhai patterns, your teacher will lead you through a number of tasks to help you to create your own, original movement. In this unit, you will work individually right at the beginning, and then build into working in pairs and larger groups. You will develop your choreography skills alongside your peers, the final product is a group dance that you have created yourselves that uses the elements of dance in interesting ways.

Term 3

Perform dance sequences - Learn and master dance styles

Students will be taught 2-3 dances of different genres. Students will learn to replicate movement and expand their knowledge. These dances will be rehearsed to a performance level, the Year 10 Core Dance class will perform these dances in the Dance Showcase at the end of this term

Term 4

Make a Music Video

Students will use all the knowledge that they have gained in Dance this year and use it to create an original music video.

Learning Areas:

[Arts](#), [Arts - Dance](#)

Pathway

[NCEA Level 1 Dance](#)

Ideal for students considering any career in which creativity, content creation, originality and collaboration are valued. This course not only provides many transferrable skills, but also aligns closely with many tertiary pathways that are specifically dance-related.

Assessment Information

Assessments in this course are largely practical with brief written element. Students will be assessed both formatively and summatively at the end of a unit. Assessments at the end of a unit follow exploration and refining of the ideas and rehearsal of the assessment dance.

Year 10 Dance - Semester

10DAN



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

Experience as a dancer is not required, however students must be willing to participate in all learning activities, try new things, and want to dance.

Year 10 Dance - Semester

Year 10 Dance (Semester) is a **half year course** that is a fun and active way to develop many personal and interpersonal skills, and is suited to ākonga of all abilities. Part of the joy of all Dance courses is that you don't just study Dance, you do it!

This is an interactive, practical course where you will build positive working relationships with your classmates and have fun while you explore Dance from different aspects.

This course is ideal for students who wish to experience Dance to see what it is all about at PHS, and to have a break from sitting all day. Any movement and dance skills students already have, linked to their own cultural experience, or developed in dance classes out of school are valued. Experience as a dancer is NOT required, however students must be willing to participate in all learning activities and try new things.

Year 10 Dance (Semester) students will complete research and perform dance from a variety of cultures, and learn to manipulate the dance elements to create interesting movement pathways. You will grow your knowledge through movement and practicing dance every lesson. While assessments are largely practical, there will be a small written component to accompany each assessment.

Dance provides opportunities for students of all abilities to learn and succeed. Experience as a dancer is NOT required. All you need is a willingness to participate and try new things. The course is suitable for male and female students of all backgrounds and prior experience, who who are interested in movement, who like working with other people and enjoy a physical challenge.

Watch of this [short video](#) of a dance class in action!



Image credits: all photos feature students from PHS in the classroom, on stage at PHS in the Dance showcase in 2020

Course Overview

Term 1

Semester A, Term 1:

Whakawhanaungatanga - building a class relationship

Dance Around The World - Explore Dance in a variety of different cultures and context.

You will complete research on 3-5 different dance genres/styles, some as a class and some are your own choice. With each dance that you research, you will also learn or create a short dance of that genre. By the end of the Term, you will have done 3-5 different dances.

Term 2

Semester A, Term 2:

Kowhaiwhai Kanikani - Understand and manipulate the elements of dance.

Using images of kowhaiwhai patterns, your teacher will lead you through a number of tasks to help you to create your own, original movement. In this unit, you will work individually right at the beginning, and then build into working in pairs and larger groups. You will develop your choreography skills alongside your peers, the final product is a group dance that you have created yourselves that uses the elements of dance in interesting ways.

Term 3

Semester B, Term 3:

Whakawhanaungatanga - building a class relationship

Dance Around The World - Explore Dance in a variety of different cultures and context.

You will complete research on 3-5 different dance genres/styles, some as a class and some are your own choice. With each dance that you research, you will also learn or create a short dance of that genre. By the end of the Term, you will have done 3-5 different dances.

Term 4

Semester B, Term 4

Kowhaiwhai Kanikani - Understand and manipulate the elements of dance.

Using images of kowhaiwhai patterns, your teacher will lead you through a number of tasks to help you to create your own, original movement. In this unit, you will work individually right at the beginning, and then build into working in pairs and larger groups. You will develop your choreography skills alongside your peers, the final product is a group dance that you have created yourselves that uses the elements of dance in interesting ways.

Learning Areas:

[Arts](#), [Arts - Dance](#)

Pathway
[NCEA Level 1 Dance](#)

Ideal for students considering any career in which creativity, content creation, originality and collaboration are valued. This course not only provides many transferrable skills, but also aligns closely with many tertiary pathways that are specifically dance-related.

Assessment Information

Assessments in this course are largely practical with brief written element. Students will be assessed both formatively and summatively at the end of a unit. Assessments at the end of a unit follow exploration and refining of the ideas and rehearsal of the assessment dance.



Arts - Drama Learning Area

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By actively participating and learning in, through and about the Arts students make and respond to their own and others' work. They connect ideas, imagination, senses, and feelings. By participating in the Arts, the personal well-being of ākonga is enhanced. As they express and respond to works and ideas within creative, aesthetic, and technological frameworks, students' confidence to take risks is increased.

Arts education values the culture and experiences of all ākonga and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Learners develop their ability to view their world from new perspectives. Through the development of Arts literacies - as creators, performers and viewers - are able to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

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Year 10 Drama - Core

10DRAF



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

No prior learning is needed. Students must be committed to participating, contributing and performing with all students in their class.

There are many important reasons to take Year 10 Drama. It is an active and fun way to learn, and develops many personal and interpersonal skills. Part of the joy of all Drama courses is that you don't just study Drama: you do it.

Year 10 Drama Core is a full year course. This course provides extended learning in Drama, and is an ideal foundation course for Year 11 Drama. Students may opt to take the Year 10 Drama Semester course instead, for a half year taster course in Drama.

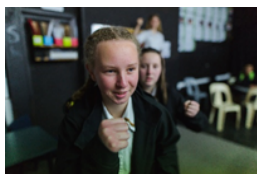


HERE'S WHAT YOU WILL LEARN IN THIS COURSE:

10 Drama is an interactive, practical course that focuses on drama techniques and conventions linked to stage or screen. Within the safe environment of the classroom students will participate in a variety of performance opportunities that gradually build skills and knowledge of drama elements, techniques, and conventions. Learning activities in Drama are responsive to students' needs, interests, and prior learning.

You will:

- develop skills in the 4 important drama techniques - voice, body, movement and use of space.
- learn some important conventions of drama, and use these when performing and creating your own drama.
- learn how to devise your own drama, working in groups.
- learn how to develop and portray a character.
- create and perform scripted drama
- participate in a wide range of drama activities that will culminate in a performance showcase on stage. You will do this working as a whole class and in small groups.
- go on a trip to view live theatre to understand drama in action.



In this course we will encourage you to bring knowledge and draw on connections from your own personal culture. We will explore and create stories together - real, imagined, the epic and the every day, from the past, the present, or even the future.

Through purposeful participation and play, drama students discover how to link imagination, ideas, thoughts and feelings. You will learn to interpret and communicate ideas, practice problem solving, and develop original and creative thinking skills. Learning through Drama increases creativity and open-mindedness. It teaches us that it is okay to fail, to not get things right the first time and to have the courage to start again. Drama enables us to understand ourselves, the people around us, and the world in which we live. Creativity is cited by business leaders as the top competency for the future. Studying Drama teaches communication, responsiveness, collaborative skills, determination and resilience – qualities useful to any pathway in life.

We can't wait for you to join this course, to create, learn, grow, achieve and have fun together.





Learning Areas:
[Arts](#), [Arts - Drama](#)

Assessment Information
All assessments are performance based. A small amount of written work to support the performance work is required.

Year 10 Drama - Semester

10DRA



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

No prior learning is needed. Students must be committed to participating, contributing and performing with all students in their class.



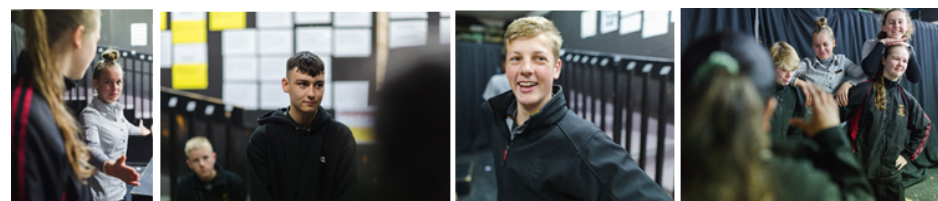
Year 10 Drama - Semester is a two-term course. Students may opt to take Year 10 Drama (Core) instead, which is a full year Drama course.

10 Drama - Semester is an interactive, practical course that focuses on drama techniques and conventions.

HERE'S WHAT YOU WILL LEARN IN THIS COURSE: Within the safe environment of the classroom students will participate in a variety of performance opportunities that gradually build skills and knowledge of drama elements, techniques, and conventions.

You will get a taster learning experience in these areas:

- develop some basic skills in the 4 important drama techniques - voice, body, movement and use of space.
- learn some important conventions of drama, and use these when performing and creating your own drama.
- learn how to devise your own drama, working in groups.
- learn how to develop and portray a character.
- participate in a range of drama activities that will culminate in a performance showcase. You will do this working as a whole class and in small groups.



In this course we will encourage you to bring knowledge and draw on connections from your own personal culture. We will explore and create stories together - real, imagined, the epic or the every-day, from the past, the present, or even the future. Through purposeful participation and play, drama students discover how to link imagination, ideas, thoughts and feelings. You will learn to interpret and communicate ideas, practice problem solving, and develop original and creative thinking skills.

Learning through Drama increases creativity and open-mindedness. It teaches us that it is okay to fail, to not get things right the first time and to have the courage to start again. Drama enables us to understand ourselves, the people around us, and the world in which we live. Studying Drama teaches communication, responsiveness, collaborative skills, determination and resilience – qualities important for any pathway in life.

We can't wait for you to join this course, to create, learn, grow, achieve and have fun together.



Learning Areas:

[Arts](#), [Arts - Drama](#)

Pathway

[NCEA Level 1 Drama](#)

Maybe you want to develop theatre skills or be involved in film. Maybe you just want to develop your creativity and communication skills. Drama helps young people to understand how to think about life, self and others in creative and challenging ways. Learn how to think outside the box, be more reflective, responsive or confident going into unfamiliar situations. Learn to trust your ideas and abilities, collaborate and take risks. Confidence and communication skills gained from learning drama apply to relationships, all sorts of careers, and many aspects of life.

Assessment Information

All assessments are performance based. A small amount of written work to support the performance work is required.

Year 9 Dance-Drama

9DDR



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

You do not need any prior Dance or Drama experience for this course, but you need to come ready to learn and be willing to participate. If you have been learning Dance or have dance and movement skills from your own culture, you will be able to bring that knowledge to the class and use it in your learning.

You might be more interested in either Dance or Drama, and not both. That's OK. You will need to participate in both aspects of the course, but you can do so at your own level and major on your main interest and skills as the course progresses.

YEAR 9 DANCE-DRAMA



In Year 9 Dance-Drama students will be introduced to Dance and Drama elements, conventions and techniques that will enable them to move, think and interact so they can create and perform short Dance and Drama works. Students do not need to have previous experience in Dance or Drama to join this course. You just need to be keen to learn and willing to participate in all activities.

By the end of the semester you will have learned basic Dance and Drama techniques. You will have had fun, and you will know if you want to choose these subjects as an option for Year 10. You may find you are more interested in one of these subjects, and not both. That's OK. During the course you will need to participate in both, but you can work at your own level and bring your main interest and skills to each of the learning activities.



This course has a practical focus and emphasizes these essential skill areas:

1. Developing personal creativity through creating and devising your own work. You will be stepped through a framework for learning that will ensure success.
2. Developing foundational skills and knowledge in use of the elements and conventions of Dance and Drama. You will interpret motivational stimuli, be supported to make work, and be challenged to participate in different forms of dance and drama.
3. Building self-confidence and self-esteem. You grow through increased exposure to informal performance situations in the safety of the classroom.
4. Developing important social and relational skills, including the ability to work collaboratively and tolerantly with others, and learning how to negotiate and compromise. These are essential skills for life.

This course promotes learning through active participation and creative risk-taking. Part of the joy of Dance and Drama is that you don't just learn : you actively engage and create. Through individual and collaborative activities, students discover how to link imagination, thoughts, and feelings. You will learn to interpret and communicate ideas, practice problem solving, and will extend your creative thinking skills.



Course Overview

Term 1

Semester A - Term 1

Students will complete 2 assessments this term:

1. Devise and perform a drama based on a Pūrakau (story / myth) in groups
2. Create and perform a group sāsā dance

Term 2

Semester A - Term 2

Students will complete 2 assessments this term:

1. Choreograph a group dance using the five elements of dance
2. Learn and perform a scripted drama in groups

Term 3

Semester B - Term 3

Students will complete 2 assessments this term:

1. Devise and perform a drama based on a Pūrakau (story / myth) in groups
2. Create and perform a group sāsā dance

Term 4

Semester B - Term 4

Students will complete 2 assessments this term:

1. Choreograph a group dance using the five elements of dance
2. Learn and perform a scripted drama in groups

Learning Areas:

[Arts](#), [Arts - Dance](#), [Arts - Drama](#)

Pathway

[Year 10 Dance - Core](#), [Year 10 Dance - Semester](#), [Year 10 Drama - Core](#), [Year 10 Drama - Semester](#)

Year 9 Dance-Drama leads to half and full year courses in Dance or Drama in Year 10 . Students can then continue on and study Dance and / or Drama as full year courses at all senior levels. Dance and Drama are wonderful courses to build many essential capabilities, such as confidence, communication, collaboration and creative thinking.

Assessment Information

Students will be assessed on their practical work, at Level 4 of the NZ Arts Curriculum. Practical work will be supported by notes from students in written or oral form.



Arts - Music Learning Area

At Pukekohe High School ākonga (students) have the opportunity to be involved in learning and expressing themselves through Dance, Drama, and Music and the Visual Arts.

Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, communities and cultures. In the Arts, ākonga learn to work both independently and collaboratively to construct meanings, produce works, respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

By actively participating and learning in, through and about the Arts students make and respond to their own and others' work. They connect ideas, imagination, senses, and feelings. By participating in the Arts, the personal well-being of ākonga is enhanced. As they express and respond to works and ideas within creative, aesthetic, and technological frameworks, students' confidence to take risks is increased.

Arts education values the culture and experiences of all ākonga and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Learners develop their ability to view their world from new perspectives. Through the development of Arts literacies - as creators, performers and viewers - are able to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

The Arts learning area comprises four disciplines: Drama, Music (Sound Arts), and Visual Arts (Painting, Photography, and Art Design). Within each, ākonga develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum. Through Arts practices and the use of traditional and new technologies, ākonga artistic ideas are generated and refined through cycles of action and reflection.



Year 10 Music - Core

10MUSF



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

Completion of the 9MUS or 9MUB courses. Ideal for students who have developed instrumental or vocal skills outside of school.

Music Core - is a full year course covering both semesters. This 10Mus course is a good choice if you want to continue on your musical journey and think you may study music at NCEA level.

10MUS is a practical music making course that will develop or enhance your performance skills on acoustic guitar and rock band instruments including bass, drums and vocals. You will create compositions using live instruments and industry-standard software such as ProTools, Ableton and Sibelius. The practical aspects of this course will be underpinned by studying musical theory that will also help you develop as a performer and composer. You will be an active musician in this course, and may take itinerant instrumental lessons. You will need to have an instrument (includes voice) available at home to practice each day.

You will learn more challenging pieces as you develop as a musician. You will participate in regular live performances, either as part of a group or as a solo musician. You will gradually increase your confidence and expertise as a musician and performer. Many of our 10 MUS students form bands that go on to compete in the Rock Quest, and some stay together as a band for several years.

10MUS is an ideal option to follow on from the 9MUS course and if you think you might wish to study music at NCEA level.

Learning Areas:

[Arts - Music](#)

Pathway

[NCEA Level 1 Performance Music](#)

Students have a choice to select either 10 MUS or 10 MUB. If you are uncertain about which course is best for you, please talk to a Music teacher or Mr Schofield.

Many Pukekohe High School graduates have gone on to study Music at tertiary level, training to become professional musicians, tutors, or sound and studio technicians. Many others have continued to pursue life-long active enjoyment of music in their personal lives.

Studying Music at school is not just for students who wish to follow a career path in Music. Skills and key competencies learnt in this subject are transferable to a wide range of careers. Research has shown that students who take Music develop more self-confidence, are conditioned to work hard for results, are more creative, are better at problem-solving and analysing patterns (Mathematics), can work better in a group, and connect with others better.

Assessment Information

You will be assessed in a range of ways from live performance work, composition assignments and theory tests. Performance, Composition and Musical Theory are assessed. Some assessments will be as part of a group, and others will be as a solo musician.

Year 10 Music - Semester

10MUS



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

Completion of the 9MUS or 9MUB courses. Ideal for students who have developed/have been developing instrumental or vocal skills inside and outside of school.

Music Semester runs for 2 terms only and this option would suit you if you would like to continue your musical journey but also have the option to choose another subject in the other two terms of year 10. If you know that you will not take music at NCEA, this 10 Music Semester course would be a good choice for you.

10MUS (Semester) is a practical music making course that will develop or enhance your performance skills on acoustic guitar and rock band instruments including bass, drums and vocals. You will create compositions using live instruments and industry-standard software such as ProTool, Ableton and Sibelius. The practical aspects of this course will be underpinned by studying musical theory that will also help you develop as a performer and composer. You will be an active musician in this course, and may take itinerant instrumental lessons.

You will learn more challenging pieces as you develop as a musician. You will participate in regular live performances, either as part of a group or as a solo musician. You will gradually increase your confidence and expertise as a musician and performer.

10MUS (Semester) is an ideal option to follow on from the 9MUS course.

Learning Areas:

[Arts - Music](#)

Pathway

[NCEA Level 1 Performance Music](#)

Students have a choice to select either 10 MUS or 10 MUB. If you are uncertain about which course is best for you, please talk to Ms Kikuno or Mr Granshaw.

Many Pukekohe High School graduates have gone on to study Music at tertiary level, training to become professional musicians, tutors, or sound and studio technicians. Many others have continued to pursue life-long active enjoyment of music in their personal lives.

Studying Music at school is not just for students who wish to follow a career path in Music. Skills and key competencies learnt in this subject are transferable to a wide range of careers. Research has shown that students who take Music develop more self-confidence, are conditioned to work hard for results, are more creative, are better at problem-solving and analysing patterns (Mathematics), can work better in a group, and connect with others better.

Assessment Information

You will be assessed in a range of ways from live performance work, composition assignments and theory tests. Performance, Composition and Musical Theory are assessed. Some assessments will be as part of a group, and others will be as a solo musician.

Year 10 Music Band

10MUB



Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen

Recommended Prior Learning

You will have completed 9MUB and be an active musician in one of the school music groups. You will be attending itinerant music lessons and have an instrument at home to use for practicing every day. Instruments are available from the school.

Music Band is a full year course covering both semesters.

10MUB is a practical music-making course and you will continue on from where you left off in 9MUB. The instrument you chose in 9MUB will likely be the one you play in 10MUB, but you may choose to change. The 10MUB course is going to help you develop your musicianship and enhance your skills as you tackle more challenging pieces of music, working as part of a large group or as a solo musician. You will compose musical pieces for your own and other instruments using specialist software for composition, such as ProTools, Sibelius or Ableton. The practical aspects of 10MUB will be underpinned by more advanced musical theory which will be used to enhance your compositions.

As a participant in this course you will also be an active musician in one of the school music groups. You will attend in-school itinerant music lessons and have an instrument at home to use for practicing every day. Instruments are available from the school.

10MUB is an ideal option choice if you completed the 9MUB course.

Learning Areas:

[Arts - Music](#)

Pathway

[NCEA Level 1 Performance Music](#)

Students have a choice to select either 10 MUS or 10 MUB. If you are uncertain about which course is best for you, please talk to a Music teacher or Mr Schofield.

Many Pukekohe High School graduates have gone on to study Music at tertiary level, training to become professional musicians, tutors, or sound and studio technicians. Many others have continued to pursue life-long active enjoyment of music in their personal lives.

Studying Music at school is not just for students who wish to follow a career path in Music. Skills and key competencies learnt in this subject are transferable to a wide range of careers. Research has shown that students who take Music develop more self-confidence, are conditioned to work hard for results, are more creative, are better at problem-solving and analysing patterns (Mathematics), can work better in a group, and connect with others better.

Assessment Information

You will be assessed in a range of ways from live performance work, composition assignments and theory tests. Performance, Composition and Musical Theory are assessed. Some assessments will be as part of a group, and others will be as a solo musician.

Year 9 Music

9MUS



Course Description

Head of Faculty - Kaihautuu: 18951778

Recommended Prior Learning

You may have some basic skills in guitar or singing, or you may have no skills. No prior learning is necessary. This course is suitable for complete beginners or novice players.

Students who want to learn other instruments are recommended to take the 9MUB course. Please check that subject description. If you are unsure which course is best for you, please contact the Music Department for a chat. We look forward to helping you.



This course gives you the opportunity to find out if you are good at Music, to discover your love for Music and to begin developing some skills as a musician. We will support you to discover your potential as you begin learning and support you to extend skills you already have. We have a wide range of musical instruments, great equipment and technology that you can try. Many of our wonderful senior music students started learning Music for the first time ever in this course, without any prior experience or skills. Our Music teachers can't wait to meet you and help you on your own personal music-making journey.

This is a practical music making course, mostly focusing on the acoustic guitar. You will learn to perform songs using basic TAB and chords in addition to creating short compositions using acoustic instruments as well as computer software.



You will develop some knowledge of music theory and extend any prior knowledge you bring to the course. You will develop skills in being able to write and read music using standard notation by engaging with online worksheets and activities.

In this course you can work at your own pace depending on your skills. You will participate in a variety of learning activities. You will listen to music, learn new songs, write short pieces of music using your own level of skill, and learn how to perform your work. You will start at your own level of learning, then grow your skills and confidence from there. It doesn't matter if you are completely new to Music and have no prior experience. Learning activities are a mixture of individual tasks and group work.

Music is amazing! Music is fun! Our Music Department is supportive and fun!

Get started on your learning journey in this 9MUS course so we can support you to grow your skills in all sorts of ways, beginning in Year 9 and on into the following years. You might even end up in a band!



Learning Areas:

[Arts, Arts - Music](#)

Pathway

[Year 10 Music - Core](#), [Year 10 Music - Semester](#), [Year 10 Music Band](#)

Assessment Information

Assessment is via a mixture of playing music and writing simple short music pieces. Students will be assessed individually and in small groups as they grow their skills.

Year 9 Music Band

9MUB



Course Description

Head of Faculty - Kaihautuu:

Recommended Prior Learning

This course is suitable for complete beginners, novice players or experienced musicians. No prior learning is necessary - just a desire to learn and try. Experienced musicians should make themselves known to their teacher who will organise extension through our co-curricular and itinerant program.

If you are unsure which Year 9 Music course is best for you, please contact the Music Department for a chat. We look forward to helping you.



This course presents an opportunity to learn an instrument and music theory in a practical setting - that is, through playing a musical instrument.

You can choose to learn an instrument from this list:

Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, Bass Guitar.

Your instrument will be supplied by the school (for which there is no charge) and you will play it every lesson.

The course is designed to take you from learning one single note all the way up to playing as part of a large band.

You will learn music theory (how to read music) in conjunction with learning a practical instrument. In addition, you will receive free weekly specialist itinerant lessons as part of a small group.

This course is an amazing opportunity to begin learning to play an instrument for the first time, take up a new instrument that you have never played before, or extend your skills on an instrument you can already play. Many Pukekohe High School senior music students started learning Music for the first time ever in this course, without any prior experience or skills. Many of our Music graduates have gone on to study Music full-time at tertiary level, or continue to play in bands.



Next steps leading on from this course are pretty exciting. At Pukekohe High School you can become a member of many great bands and ensembles, including the Wind Band, Jazz Big Band, the Stage Band, the Concert Band, rock bands and String Group.

Discover a love for Music and begin developing or extending your skills as a musician we support absolute beginners and experienced musicians and will provide you with an instrument to help get you started. Our Department and staff can't wait to meet you and help you on your own personal music-making journey.

Music is fun! Come and enjoy our supportive Music Department.





Learning Areas:

[Arts](#), [Arts - Music](#)

Pathway

[Year 10 Music Band](#)

Assessment Information

Assessment in this course is mostly practical. You will be assessed on your ability to play your instrument as you gradually build your skills. Students will also be assessed on a composition task which can be using their instrument, or using digital technologies. Students are assessed individually and in small groups as their skills and confidence grow.



Year 10 English

10ENG



Course Description

Head of Faculty - Kaihautuu: Shalini Saxena

We build and draw on our knowledge of how language works to interpret and produce text in English. Learning how to use the English language with control can strengthen your identity and enable you to effectively communicate and participate in society.

The main skills and knowledge gained on this course are:

- making meaning of ideas or information they receive (listening, reading, and viewing)
- creating meaning for themselves or others (speaking, writing, and presenting).

On this course, students will become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts.

Course Overview

Term 1

Whakawhaanaungatanga - getting to know each other and the world around us

Students will demonstrate understanding of language by exploring creating meaning and making meaning skills and knowledge.

Personal reading challenges will also begin to promote individual reading.

Term 2

Reading assessment focus to build knowledge and understanding of how written texts are created for specific purposes and audiences:

Unfamiliar texts

Familiar written texts

Various texts are explored, with a particular focus on texts that are local to Pukekohe and Aotearoa.

Personal reading challenges will continue to promote individual reading.

Term 3

Writing assessment focus to build knowledge and understanding of how to create texts for specific purposes and audiences:

Formal writing

Creative writing

Formal writing in Year 10 will also be future focused and may incorporate writing skills relating to careers and jobs.

Personal reading challenges will continue to promote individual reading.

Term 4

Visual focus to build knowledge and understanding of how visual/oral texts are created for specific purposes and how to create visual/oral texts:

Visual/Oral text - analysis of film

Create a visual/oral text

Personal reading challenges will continue to promote individual reading.

Learning Areas:

[English](#)

Pathway

[NCEA Level 1 English](#)

Contributions and Equipment/Stationery

1 B5 Exercise book x 2

Pen

Assessment Information

Students will be assessed in a number of ways:

- * assessment of written language
 - * evidence of learning
 - * oral and/or visual presentations
 - * assessment of reading skills
-

Year 10 English for Speakers of Other Languages

10ESOL



Course Description

Head of Faculty - Kaihautuu: Shalini Saxena

Recommended Prior Learning

There is no recommended prior learning. Students are accepted at their current level of English language learning. However, they must not have English as their first language.

10ESOL is an alternative to year 10 English for students who are new to learning English or who need extra support with using English in an academic context. The course covers skills in reading, writing, listening, speaking and vocabulary learning. There may be some overlaps with mainstream English classes but the course is designed around gaining confidence and proficiency in English language learning based on the English Language Intensive Programme. It supports students in using English in everyday life and in their other subject classes.

Learning Areas:

[English](#), [ESOL](#)

Pathway

[NCEA Level 1 English for Speakers of Other Languages](#)

The 10ESOL course, offered as an alternative to 10EENG, may lead to 1EESL or to 1EENG, depending on English language confidence and proficiency.

Contributions and Equipment/Stationery

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or exercise book and clearfile folder.

Assessment Information

Students are assessed using the English Language Learning Progressions (for listening, speaking, reading and writing) and NZC levels where appropriate. Their knowledge of English vocabulary is also assessed and monitored. Most assessment tasks are the culminating task for each topic along with ongoing informal assessment.

Year 9 English

9ENG



Course Description

Head of Faculty - Kaihautuu: Shalini Saxena

We build and draw on our knowledge of how language works to interpret and produce text in English. Learning how to use the English language can strengthen your identity and enable you to effectively communicate and participate in society.

The main skills and knowledge gained on this course are:

- making meaning of ideas or information they receive (listening, reading, and viewing)
- creating meaning for themselves or others (speaking, writing, and presenting).

On this course, students will become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts.

Course Overview

Term 1

Whakawhaanaungatanga - getting to know each other and the world around us

Students will demonstrate increasing understanding of language by exploring creating meaning and making meaning skills and knowledge.

Personal reading challenges will also begin to promote individual reading.

Term 2

Reading assessment focus to build knowledge and understanding of how written texts are created for specific purposes and audiences:

Unfamiliar texts

Familiar written texts

Various texts are explored, with a particular focus on texts that are local to Pukekohe and Aotearoa.

Personal reading challenges will continue to promote individual reading.

Term 3

Writing assessment focus to build knowledge and understanding of how to create texts for specific purposes and audiences:

Formal writing

Creative writing

Personal reading challenges will continue to promote individual reading.

Term 4

Visual focus to build knowledge and understanding of how visual/oral texts are created for specific purposes and how to create visual/oral texts:

Visual/Oral text - analysis of film

Create a visual/oral text

Personal reading challenges will continue to promote individual reading.

Learning Areas:

[English](#)

Pathway

[Year 10 English](#)

Contributions and Equipment/Stationery

1 B5 x 2 exercise books

Pens

Where possible, a device as per the school's BYOD policy.

Assessment Information

Students will be assessed in a number of ways:

- * assessment of written language
 - * evidence of learning
 - * oral and/or visual presentations
 - * assessment of reading skills
-



Year 10 English for Speakers of Other Languages

10ESOL



Course Description

Head of Faculty - Kaihautuu: Shalini Saxena

Recommended Prior Learning

There is no recommended prior learning. Students are accepted at their current level of English language learning. However, they must not have English as their first language.

10ESOL is an alternative to year 10 English for students who are new to learning English or who need extra support with using English in an academic context. The course covers skills in reading, writing, listening, speaking and vocabulary learning. There may be some overlaps with mainstream English classes but the course is designed around gaining confidence and proficiency in English language learning based on the English Language Intensive Programme. It supports students in using English in everyday life and in their other subject classes.

Learning Areas:

[English](#), [ESOL](#)

Pathway

[NCEA Level 1 English for Speakers of Other Languages](#)

The 10ESOL course, offered as an alternative to 10EENG, may lead to 1EESL or to 1EENG, depending on English language confidence and proficiency.

Contributions and Equipment/Stationery

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or exercise book and clearfile folder.

Assessment Information

Students are assessed using the English Language Learning Progressions (for listening, speaking, reading and writing) and NZC levels where appropriate. Their knowledge of English vocabulary is also assessed and monitored. Most assessment tasks are the culminating task for each topic along with ongoing informal assessment.

Year 9 English for Speakers of Other Languages

9ESOL



Course Description

Head of Faculty - Kaihautuu: Shalini Saxena

Recommended Prior Learning

There is no recommended prior learning. Students are accepted at their current level of English language learning. However, they must not have English as their first language.

9ESOL is an alternative to year 9 English for students who are new to learning English or who need extra support with using English in an academic context. The course covers skills in reading, writing, listening, speaking and vocabulary learning. There may be some overlaps with mainstream English classes but the course is designed around gaining confidence and proficiency in English language learning based on the English Language Intensive Programme. It supports students in using English in everyday life and in their other subject classes.

Learning Areas:

[ESOL](#)

Pathway

[Year 10 English for Speakers of Other Languages](#)

9ESOL, an alternative to 9EENG, may lead to either 10ESOL or 10EENG depending on English language confidence and proficiency.

Contributions and Equipment/Stationery

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or exercise book and clearfile folder.

Assessment Information

Students are assessed using the English Language Learning Progressions (for listening, speaking, reading and writing) and NZC levels where appropriate. Their knowledge of English vocabulary is also assessed and monitored. Most assessment tasks are the culminating task for each topic along with ongoing informal assessment.



What is health and physical education about?

He oranga ngākau, he pikinga waiora.

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- Hauora1 – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- Health promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Why study health and physical education?

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

This learning area makes a significant contribution to the well-being of students.

The learning activities in health and physical education arise from the integration of the four concepts above, the following four strands and their achievement objectives, and seven key areas of learning.

The four strands are:

- Personal health and physical development, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development
- Movement concepts and motor skills, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity
- Relationships with other people, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others
- Healthy communities and environments, in which students contribute to healthy communities and environments by taking responsible and critical action.

The seven key areas of learning are:

- mental health
- sexuality education
- food and nutrition
- body care and physical safety
- physical activity
- sport studies
- outdoor education



Year 10 Heath & Physical Education

10PED



Course Description

Head of Faculty - Kaihautuu: Sarah Hainsworth





In Health and Physical Education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. The main aim of Physical Education is to get students engaged in regular physical activity through a wide range of different contexts.

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, their communities, and their environment (including natural environments).

Students will part-take in a wide range of movement contexts throughout the year and utilise school and community resources.

Students will undertake 2 hours of Physical Education a week and 1 hour of Health Education a week.



Course Overview

Term 1

Physical Education - 'Whanaungatanga'
Health - 'Taha Hinengaro' - Mental Well-being

Term 2

Physical Education - Innovative Games
Health - 'Taha Hinengaro' - Mental Well-being Continued til Week 3
Health - Sexuality

Term 3

Physical Education - 'Everyone's an athlete'
Health - Sexuality Continued til Week 8

Term 4

Physical Education - 'The Great Outdoors'
Health - Alcohol and other drugs

Learning Areas:
[Health and Physical Education](#)

Pathway
[NCEA Level 1 Health](#), [NCEA Level 1 Physical Education](#)

Year 9 Health & Physical Education

9PED



Course Description

Head of Faculty - Kaihautuu: Sarah Hainsworth

In Health and Physical Education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. The main aim of Physical Education is to get students engaged in regular physical activity in a variety of movement contexts.

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

Students will part-take in a wide range of movement contexts throughout the year and utilise school and community resources.

Students will undertake 2 hours of Physical Education a week and 1 hour of Health Education a week.





Course Overview

Term 1

Physical Education - 'Whanaungatanga' Getting to know each other through physical activity
Health - 'Whanaungatanga' Building positive relationships

Term 2

Physical Education - 'Around the World'
Health - 'Taha Hinengaro' - Mental Well-being

Term 3

Physical Education - Movement Skills
Health - Sexuality Education

Term 4
Physical Education - 'Our Community'
Health - 'Nutrition'

Learning Areas:
[Health and Physical Education](#)

Pathway
[Year 10 Heath & Physical Education](#)



Languages Learning Area

Students will

- **be enriched intellectually, socially and culturally.**
- gain knowledge, skills and attitudes that will equip them for living in a world of diverse people, languages and cultures.



Year 10 French

10FRE



Course Description

Head of Faculty - Kaihautuu: Ann-Maree Bremner

Students will:

- understand simple texts in French both written and spoken.
- use prior knowledge to make connections with new language.
- build their confidence in using the language by participating, contributing and interacting.
- build their capacity to read and write in French.
- learn more about French culture and relate it to their own.

Topics covered:

- Sports and Leisure
- Countries
- House
- School
- Daily Routines
- Food

Focus is :

- a) on speaking being able to use simple French sentences and questions for the purpose of every day conversation and recording video presentations for future penpals.
- b) on reading from authentic texts such as magazines, online articles, lyrics on songs and simple videos
- c) on experiencing the culture with activities such as food ie French lunch and easy recipes, buying food and tickets and virtual cultural visits.

Learning Areas:

[Languages](#)

Pathway

[NCEA Level 1 French](#)

Year 10 Japanese

10JPN



Course Description

Head of Faculty - Kaihautuu: Pascale McMillan

Recommended Prior Learning

Achievement in Year 9 Japanese

Students will

- understand simple texts in Japanese and use familiar language with some flexibility.
- use prior knowledge to make connections with new language.
- build their confidence in using the language by participating, contributing and interacting.
- Build their capacity to read and write in the Japanese alphabets
- learn more about the culture and customs of Japan and the relationship between culture and language.

Topics covered are:

Family, Morning Routine, School, Travel, Leisure and Hobbies, Inviting people out, Ordering food.

Focus is :

- a) on speaking being able to use simple Japanese sentences and questions for the purpose of every day conversation.
- b) on reading the main 2 Japanese scripts of Hiragana and Katakana with basic kanjis
- c) on experiencing the culture with activities such as Ikebana, taiko and food.

Learning Areas:

[Languages](#)

Pathway

[NCEA Level 1 Japanese](#)

Assessment Information

Each of the 4 skills of listening, speaking, reading and writing will be assessed twice during the year.

Year 9 French

9FRE



Course Description

Head of Faculty - Kaihautuu: Pascale McMillan

Students will

- gain knowledge, skills and attitudes that will equip them for living in a world of diverse people, languages and cultures.
- learn how to learn a language and understand more about their own language.
- learn by participating in and contributing to a variety of language activities, including peer interactions and self-managed online learning.
- learn about the relationship between language and culture and compare and contrast lifestyles and practices, while actively taking part in fun cultural activities like having a French breakfast.

Students will

- develop an understanding of familiar expressions, everyday vocabulary and be able to use well-rehearsed sentence patterns. They will be able to have a conversation about personal details in supported situations (role-plays, making videos, singing)
- learn how to pronounce French and be introduced to the different French accents.
- Learn how to meet and greet, introduce themselves, talk about family and pets and describe themselves and others as well as presenting your school day at Pukekohe High School

Focus is :

- a) on speaking being able to use simple French sentences and questions for the purpose of every day conversation.
- b) on reading from authentic texts such as magazines, online articles, lyrics on songs and simple videos
- c) on experiencing the culture with activities such as food ie French breakfast, playing pétanque, flipping pancakes and calligraphy.

Learning Areas:

[Languages](#)

Pathway

[Year 10 French](#)

Year 9 Japanese

9JPN



Course Description

Head of Faculty - Kaihautuu: Pascale McMillan

Students will

- gain knowledge, skills and attitudes that will equip them for living in a world of diverse people, languages and cultures.
- learn how to learn a second language and understand more about their own language.
- learn by participating in and contributing to a variety of language activities, including peer interactions and self managed on line learning.
- learn about the relationship between language and culture and compare and contrast beliefs and practices. They will be able to relate to people from another culture appropriately and respectfully.

Students will

- develop an understanding of familiar expressions, everyday vocabulary and be able to use well rehearsed sentence patterns. They will be able to have a conversation about personal details in supported situations.
- learn how to pronounce Japanese and be introduced to the Japanese written alphabets.
- Learn how to meet and greet, introduce themselves, talk about school subjects and sports, likes and dislikes and going places and doing activities.

Focus is :

- a) on speaking being able to use simple Japanese sentences and questions for the purpose of introducing themselves and their family in short conversations
- b) on reading the main 2 Japanese scripts of Hiragana and Katakana with basic kanji relating to numbers, days, months
- c) on experiencing the culture with activities such as songs, games ie chopsticks games, calligraphy and food

Learning Areas:

[Languages](#)

Pathway

[Year 10 Japanese](#)

Assessment Information

At the end of each term, the four skills of listening, speaking, reading and writing will be tested.



Year 10 Mathematics and Statistics

10MAT



Course Description

Head of Faculty - Kaihautuu: Amy Price-Williams

During Year 10 mathematics, students will get the opportunity to continue their understanding and make connections between the main strands of mathematics. Students will work collaboratively and individually to improve their understanding and apply their knowledge to solve problems that relate to the world around them.

As well as learning key skills, there will be an emphasis on reasoning with this skills and applying them to a wider context.

Learning Areas:

[Mathematics](#)

Pathway

[NCEA Level 1 General Mathematics](#), [NCEA Level 1 Mathematics with Algebra](#), [NCEA Level 1 Mathematics with Statistics](#)

Year 9 Mathematics and Statistics

9MAT



Course Description

Head of Faculty - Kaihautuu: Amy Price-Williams

During Year 9 mathematics, students will get the opportunity to build on their understanding and make connections between the main strands of mathematics. Students will work collaboratively and individually to improve their understanding and apply their knowledge to solve problems that relate to the world around them.

As well as learning key skills, there will be an emphasis on reasoning with this skills and applying them to a wider context.

Learning Areas:

[Mathematics](#)

Pathway

[Year 10 Mathematics and Statistics](#)



Year 10 Science

10SCI



Course Description

Head of Faculty - Kaihautuu: Meghan Ashford

In the Year 10 science course we develop the skills needed to carry out scientific investigations using all four strands of science: chemistry, physics, biology, and Earth and space. These strands will be integrated into topics that have localised, contextual and relevant contexts. These contexts include the biological and chemical analysis of local waterways, plant structures and functions and how this is linked to food production, materials and house design, and the practical application of all the strands of science to provide scientific evidence in forensic science to solve crime. These topics will help students develop their skills in using the scientific method to carry out practical investigations, literacy and numeracy, working together, overcoming challenges and developing resilience.

The topics will be assessed in both knowledge and skill development, and will include individual and group assignments.

Learning Areas:

[Science](#)

Year 9 Science

9SCI



Course Description

Head of Faculty - Kaihautuu: Meghan Ashford

In Year 9 Science, students will take a course which covers many different aspects of Science and develop their scientific capabilities using a range of different contexts.

Ahurei Aotearoa – adaptations and interactions of NZ species: we will explore and describe the uniqueness of New Zealand in its formation and how this lead to our unique endemic species. You will understand and value your role in protecting New Zealand's unique species and geological landscape.

Pukekohe V8s - gathering and interpreting data in a motion-based fair test: we will learn about the motion, force and energy principles involved in race cars. You will develop your understanding of scientific method and how to carry out a scientific investigation.

Matariki – understanding the importance of Matariki, astronomical cycles and navigation using the stars and other key wayfaring techniques.

Ocean Emergency! – researching the impact of humans on our oceans: we will learn about the role of the ocean for our planet, ocean chemistry and the impacts of our changing climate. You will develop critical thinking skills as you explain the attributes of science that have led to our understanding of climate change and the impact of this on our planet.

Healthy Bodies – linking understanding of our body systems to critical thinking: we will learn about the cell - the building block of all life, and then how our the different systems in our bodies keep us alive. You will learn how to evaluate the credibility of different sources of information.

Learning Areas:

[Science](#)



Year 10 Social Studies

10SOC



Course Description

Head of Faculty - Kaihautuu: Sharon Grass

This course provides students with links to the world around them and how they fit into it. This will cover our place in Aotearoa New Zealand and how past events have influenced the country. This will also link to local points of history.

A variety of topics will be covered throughout the year.

Close to home, we look at the **Treaty of Waitangi** and the impacts of it still today. We also explore the **Pacific**, looking at the Dawn Raids and climate change in the Pacific.

Students will develop an understanding of how our **government** works while exploring other countries' different forms of government- such as North Korea.

There is a look at what **human rights** are. By looking at case studies, both within New Zealand and around the world, students will gain confidence in understanding rights and responsibilities as citizens of the world.

Students will also gain skills in the business area to be able to plan for, and carry out, their **own small business**, selling creating and producing products or services for a school-based market day.

Students will also look at the causes and effects of **extreme natural events**. They will look at some case studies, and will gain knowledge and skills in knowing how to react to situations that may happen.

Social Studies is a subject that provides many skills in literacy (writing and interpreting information) and numeracy (collecting, interpreting data and graphing).

It provides a range of knowledge that links to senior Social Science Subject area.

Course Overview

Term 1

Human Rights - exploring case studies from around the world, past and present, of how people's human rights have been violated.

Government - exploring Aotearoa New Zealand's system of government and comparing it to other countries.

Term 2

Government - exploring New Zealand's system of government and comparing it with other countries.

Treaty of Waitangi - exploring the Treaty of Waitangi and the impacts it has had in the past and present.

Term 3

Pacific - exploring the Dawn Raids and Polynesian Panthers, along with climate change in the Pacific.

Becoming an Entrepreneur - exploring how to be an 'entrepreneur', creating your own small business and selling your groups products for a within-school market day.

Term 4

Extreme Natural Events - exploring extreme natural events in Aotearoa New Zealand and around the world.

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 1 Accounting](#), [NCEA Level 1 Economics](#), [NCEA Level 1 Geography](#), [NCEA Level 1 History](#), [NCEA Level 1 Social Science Studies](#)

Contributions and Equipment/Stationery

2B5 exercise book, digital device - laptop preferred

Assessment Information

A range of methods of assessment are used and in many cases students are able to chose the way that they would like to present their knowledge and skills for marking.

Related Videos

<https://www.youtube.com/watch?v=vGQQbulRUjY>

Year 9 Social Studies

9SOC



Course Description

Head of Faculty - Kaihautuu: Sharon Grass

Social Studies is about how societies work and how people participate in them as active, informed and responsible citizens. You will look at issues relating to Aotearoa New Zealand, the Pacific and beyond – set in the past, present and look at the future possibilities.

Throughout the year programme, we will cover a variety of different topics.

Students will look at their own **turangawaewae and cultural identities** and that of others. They will develop an understanding of the impact **European migration** has had on both different groups and on Aotearoa New Zealand.

Students will gain knowledge and understanding of the world around them by learning about **continents, oceans and countries**.

Students will further their understanding of **environmental sustainability** and the causes and effects of e-waste. They will then carry out their own **social action** and reflect upon the effectiveness of this action in relation to environmental sustainability.

Students will also look at the **ancient world** and gain an understanding of how these cultures have impacted our lives today.

Students will develop their research skills through an inquiry into **international conflicts**, such as World War I, World War II and the Vietnam War. Exploring war archives and comparing the similarities and differences between the wars.

Social Studies is collaborative, relevant, and helps to develop our future leaders by looking at the societal issues of the past, present and future.

Course Overview

Term 1

Turangawaewae - students explore their own culture and what makes them, them.

European Migration - students explore why Europeans migrated to Aotearoa and what impact it had on New Zealand as a country.

Term 2

Sustainability - students develop an understanding of what sustainability is by exploring case studies of 'e-waste' and 'green-washing'.

Social Action - students complete a mini social action from their learning on sustainability.

Term 3

International Conflict - students compare and contrast international conflicts

Ancients - students develop an understanding of ancient Greece, Rome, and Egypt and the impact they have on us today.

Term 4

Knowing Our Planet - students explore our oceans, continents, and countries.

Learning Areas:

[Social Sciences](#)

Pathway

[Year 10 Social Studies](#)

Y10 social studies and then on into senior social science or commerce subjects.

Contributions and Equipment/Stationery

2B5 exercise book and digital device (laptop preferred).

Assessment Information

A range of methods of assessment are used and in many cases students are able to choose the way that they would like to present their knowledge and skills for marking.

Related Videos

<https://www.youtube.com/watch?v=vGQQbulRUjY>

Te Wahanga Whakaako



Te Waahanga Whakaako o Te Kohekohe is the name of our Maaori Faculty here at Pukekohe High School.

Kōkā Lia Te Wao ~ Kaihautuu Maaori along with Whaea Kahiwa Moeau, Whaea Monique Henry and Whaea Natasha Haereroa make up our dynamic kaiako here in Te Waahanga Whakaako o Te Kohekohe who are passionate and encourage our rangatahi to become leaders of tomorrow. We are located at Gate 1 entrance and our classes are mainly facilitated within our learning area. Our whareniui, Te Hikoi along with S12 and S15 are our main learning areas for our programmes.

We welcome parents and staff to come and learn alongside our aakonga in a safe and engaging environment.



Year 10 Te Ao Ahurea

10TAA



Course Description

Head of Faculty - Kaihautuu: Lia Te Wao

Recommended Prior Learning

Year 9 Te Ao Maaori or Year 9 Te Reo Maaori

This is a Semester course that has a focus on the understanding of Tikanga Maaori rather than Te Reo only.

We understand that Second Language Learners of Te Reo Maaori struggle with the current NCEA assessment format. To assist these students to have a good chance with assessment at Pukekohe High School our waahanga [department] has created a program that allows students to study tikanga for a full year.

Students are given this option in year 10 so they can gain NCEA credits at Year 10 and be given a huge lift in preparing them to achieve NCEA Level 1. Inside the program Year 10 students will continue to engage with Te Reo but will be offered the opportunity to complete Unit Standards from the Maaori Tikanga framework which present for learning a variety of topics like Marae, Haakinakina, Hui, Poohiri and Mau Raakau. Tikanga Maaori [Culture] are taonga [treasures] recognised under the Treaty of Waitangi. All who learn and understand tikanga help to secure their future as a living, dynamic, and rich language and culture. By learning Te Reo and becoming increasingly familiar with Tikanga, Maaori students strengthen their identities, while both Maaori and non-Maaori alike develop shared cultural understandings and at the same time have an improved chance of success with NCEA assessment at Levels 1-3.

Course Aims: By the end of the year, students will have had an opportunity to achieve about 23 Level 1 NCEA credits

Learning Areas:

[Te Wahanga Whakaako](#)

Pathway

[NCEA Level 1 Te Ao Ahurea](#), [NCEA Level 1 Te Ao Haka](#), [NCEA Level 2 Te Ao Ahurea](#), [NCEA Level 2 Te Ao Haka](#), [NCEA Level 3 Te Ao Ahurea](#), [NCEA Level 3 Te Ao Haka](#)

Year 10 Te Reo Maaori

10MAO



Course Description

Head of Faculty - Kaihautuu: Lia Te Wao

Recommended Prior Learning

Year 9 Te Ao Maaori or Year 9 Te Reo Maaori

This is a full year course that continues developing understanding of Te Reo Maaori and Tikanga Maaori.

We understand that second language learners of Te Reo Maaori struggle with the current NCEA assessment format. To assist these students to have a good chance with assessment at NCEA levels 1-3 Pukekohe High School as created a program that allows students to study the language for a full year.

Students are given this option in Year 10 so they can build on the Year 9 program. Inside the program Year 10 students will have a sound understanding that Te Reo Maaori [Language] and Tikanga Maaori [Culture] are taonga [treasures] recognised under the Treaty of Waitangi.

Te Reo Maaori also has significant status as one of 3 official languages of Aotearoa [New Zealand]. All who learn Te Reo Māori and understand Tikanga help to secure their future as a living, dynamic, and rich language and culture. By learning Te Reo and becoming increasingly familiar with Tikanga, Maaori students strengthen their identities, while both Maaori and non-Maaori alike develop shared cultural understandings and at the same time have an improved chance of success with NCEA assessment at Levels 1-3.

Learning Areas:

[Te Wahanga Whakaako](#)

Pathway

[NCEA Level 1 Te Ao Ahurea](#), [NCEA Level 1 Te Ao Haka](#), [NCEA Level 1 Te Reo Maaori](#), [NCEA Level 2 Te Ao Ahurea](#), [NCEA Level 2 Te Ao Haka](#), [NCEA Level 2 Te Reo Maaori](#), [NCEA Level 3 Te Ao Ahurea](#), [NCEA Level 3 Te Ao Haka](#), [NCEA Level 3 Te Reo Maaori](#)

Year 9 Te Ao Maaori

9TAM



Course Description

Head of Faculty - Kaihautuu: Lia Te Wao

This is a one-semester/18-20 week course that focuses on developing a basic understanding of Te Reo Maaori and Tikanga Maaori.

All Year 9 students will come to know that Te Reo Maaori [Language] and Tikanga Maaorii [Culture] are taonga [treasures] recognised under the Treaty of Waitangi. Te Reo Maaori also has significant status as one of 3 official languages of Aotearoa [New Zealand]. All who learn Te Reo Māori and understand Tikanga help to secure their future as a living, dynamic, and rich language and culture. By learning Te Reo and becoming increasingly familiar with Tikanga, Maaori students strengthen their identities, while both Maaori and non-Maaori alike develop shared cultural understandings and a greater understanding of practicable bi-culturalism (adapted New Zealand curriculum, Ministry of Education, 2007).

Learning Areas:

[Te Wahanga Whakaako](#)

Year 9 Te Reo Maaori

9MAO



Course Description

Head of Faculty - Kaihautuu: Lia Te Wao

This is a full year course that focuses on developing understanding of Te Reo Maaori and Tikanga Maaori.

We understand that second language learners of Te Reo Maaori struggle with the current NCEA assessment format. To assist these students to have a good chance with assessment at NCEA Levels 1-3 Pukekohe High School as created a program that allows students to study the language for a full year.

Inside the program Year 9 students will come to know that Te Reo Maaori [Language] and Tikanga Maaorii [Culture] are taonga [treasures] recognised under the Treaty of Waitangi. Te Reo Maaori also has significant status as one of 3 official languages of Aotearoa [New Zealand].

All who learn Te Reo Māori and understand Tikanga help to secure their future as a living, dynamic, and rich language and culture. By learning Te Reo and becoming increasingly familiar with Tikanga, Maaori students strengthen their identities, while both Maaori and non-Maaori alike develop shared cultural understandings and at the same time have an improved chance of success with NCEA assessment at Levels 1-3.

Learning Areas:

[Te Wahanga Whakaako](#)

Pathway

[NCEA Level 1 Te Ao Ahurea](#), [NCEA Level 1 Te Ao Haka](#), [NCEA Level 1 Te Reo Maaori](#), [NCEA Level 2 Te Ao Ahurea](#), [NCEA Level 2 Te Ao Haka](#), [NCEA Level 2 Te Reo Maaori](#), [NCEA Level 3 Te Ao Ahurea](#), [NCEA Level 3 Te Ao Haka](#), [NCEA Level 3 Te Reo Maaori](#), [Year 10 Te Ao Ahurea](#), [Year 10 Te Reo Maaori](#)



What is technology about?

**Kaua e rangiruatia te hāpai o te hoe;
e kore tō tātou waka e ū ki uta.**

Technology is intervention by design. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities.

Design is characterised by innovation and adaptation and is at the heart of technological practice. It is informed by critical and creative thinking and specific design processes. Effective and ethical design respects the unique relationship that New Zealanders have with their physical environment and embraces the significance of Māori culture and world views in its practice and innovation.

Technology makes enterprising use of knowledge, skills and practices for exploration and communication, some specific to areas within technology and some from other disciplines. These include digitally-aided design, programming, software development, various forms of technological modelling, and visual literacy – the ability to make sense of images and the ability to make images that make sense.

Why study technology?

With its focus on design thinking, technology education supports students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

The aim is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

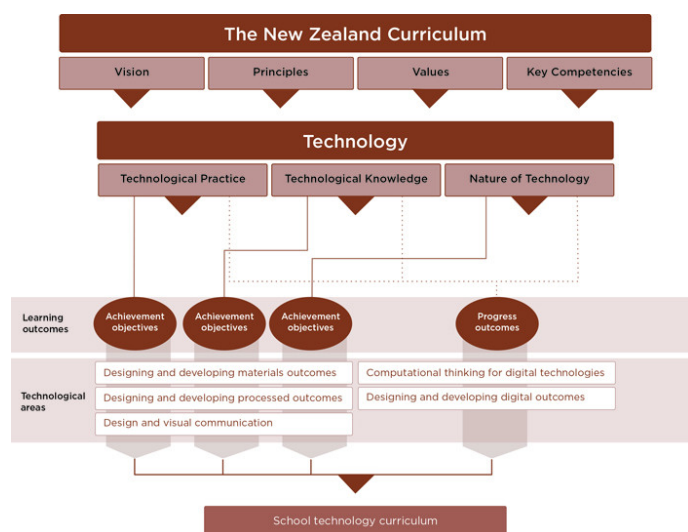
Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security systems, costumes and stage props, signage, and taonga.

Technology Learning area structure

The technology learning area has three strands: Technological Practice, Technological Knowledge, and Nature of Technology. These three strands are embedded within each of five technological areas:

- computational thinking for digital technologies
- designing and developing digital outcomes
- designing and developing materials outcomes
- designing and developing processed outcomes
- design and visual communication.

The following diagram illustrates the structure of the learning area.



In years 11–13, students work with fewer contexts in greater depth. This requires them to continue to draw fully on learning from other disciplines. For example, students working with materials and/or food technology will need to refer to chemistry, and students working on an architectural project will find that an understanding of art history is invaluable. Some schools may offer courses such as electronics and horticulture as technology specialisations.

Learning for senior students opens up pathways that can lead to technology-related careers. Students may access the workplace learning opportunities available in a range of industries or move on to further specialised tertiary study.

Year 10 Design and Visual Communication

10DVC



Course Description

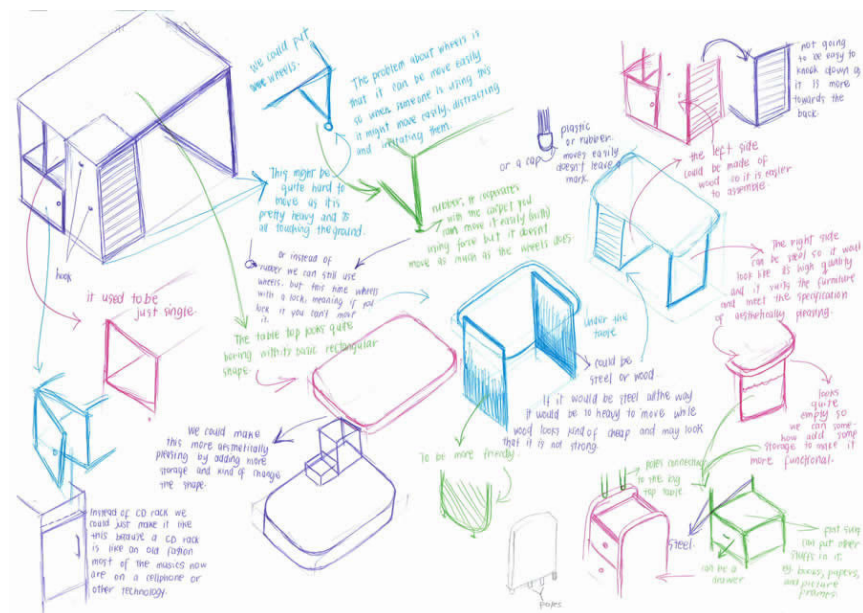
Head of Faculty - Kaihautuu: Salman Qureshi

We recommend that students who enjoy and are interested in design, drawing and developing their ideas study Design and Visual Communication.

This course continues from Year 9 DDT. This is a semester course with two terms. First term covers the main drawing and design topics. Second term is applying these skills to a range of drawing projects.

WHAT WILL I LEARN?

- All stages of the design process – brainstorm, research, concepts, design development, evaluation
- Drawing skills – freehand, paraline (pictorial), orthographic projection, rendering and presentation, CAD



Learning Areas:

[Technology](#)

Pathway

[NCEA Level 1 Design and Visual Communication](#)

Assessment Information

Students will be working on Product and Spatial design ideas and follow the NZ Technology curriculum at level 5.

Year 10 Digital Technologies

10DIT



Course Description

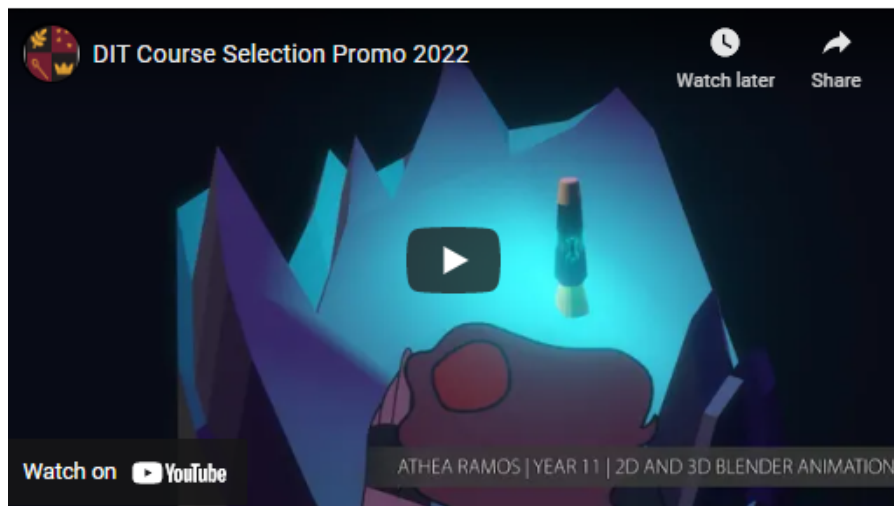
Head of Faculty - Kaihautuu: Salman Qureshi

Loved Digital Technologies in Year 9...

Or missed out on Digital Technologies in Year 9?

Either way, you need to give this a go in Year 10! Get creative in Adobe Illustrator creating 2D images and animation, Blender 3D modelling and animation, program in Python to create simple solutions to everyday situations. 3D print one of your models to create a keytag.

This is a sample of what you could be doing in Years 11-13 if you get started now...



Course Overview

Term 1

Adobe Illustrator - 2D Drawing and Design

Blender - 3D Modelling and Animation

Python Programming

Term 2

Group Project for 3D Modelling and Animation

Spreadsheets and Databases

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 1 Digital Technologies](#)

Set the foundation for university study and a career in the digital creative industries - game design, graphic design, programming, web design.

Assessment Information

Classwork will be submitted as evidence of learning.

A group project will also be undertaken as a summary of learning and to develop collaboration skills.

Year 10 Food Technology

10FDT



Course Description

Head of Faculty - Kaihautuu: Salman Qureshi

We recommend that students who are interested in developing their practical skills, learning about food and designing and making food products study Food Technology.

- Food technology is aimed at giving students basic skills. How to measure ingredients, read recipes, design food for a client and to develop food products.
- All stages of the design process-brainstorm, research, concepts, design development, final design and evaluation. Designing products for a client. Learning about food, where it comes from and how to use it.
- You will be taught about safe food and how to use the equipment safely. You will design a breakfast for a teenager, develop burgers, methods of cookery, making biscuits for a client and international foods.



Learning Areas:

[Technology](#)

Assessment Information

All assessments are assignment based. Practical skills are assessed throughout the course

Year 10 Multi Materials Technology

10TEC



Course Description

Head of Faculty - Kaihautuu: Salman Qureshi

Recommended Prior Learning

You will have completed the Y9 technology programme to give you a good start for the Y10 Technology Multi Materials course.

This course continues to develop the technical skills that involve technology practice (planning and making), knowledge (materials and processes) and the effects these can have on society. Workshop safety is important to us and to you, so we require a safe learning environment for everyone. The course is project based, which means that as you design and make the projects you also cover related studies topics.

HOW WILL I LEARN?



- Technology Multi Materials is all about exploring design ideas and developing them to a solution
- The course covers the planning and developing of your ideas, understanding materials and processes involved in making your projects, and evaluating and understanding the impact of this work.
- The course covers the planning and developing of your ideas, understanding materials and processes involved in making your projects, and evaluating and understanding the impact of this work.

Learning Areas:

[Technology](#)

Year 9 Design and Visual Communication

9DVC



Course Description

Head of Faculty - Kaihautuu: Salman Qureshi

Recommended Prior Learning

Students should have a love of drawing and wish to improve their skills in this area.

Students become familiar with the various drawing techniques and skills required to communicate 3D objects and designs.

They will develop their ability to freehand sketch, render, and draw objects using standard drawing conventions such as; Oblique, Isometric, 1 point perspective, 2 point perspective and orthographic.

Learning Areas:

[Technology](#)

Year 9 Digital Technologies

9DIT



Course Description

Head of Faculty - Kaihautuu: Salman Qureshi

In this course, students learn about digital citizenship, digital media, block programming, and game development.

Learning Areas:

[Technology](#)

Year 9 Food Technology

9FFT



Course Description

Head of Faculty - Kaihautuu: Salman Qureshi

We recommend that students who are interested in designing, planning and developing food products study this Technology area

Food Technology is aimed at giving students basic skills in the food area. These include: measuring, healthy eating choices, design and production.

WHAT WILL I LEARN?

- Practical skills – following a recipe/pattern, improving your practical skill base, recipe and food preparation
- Accuracy with measuring, following the design process in the creation of a new product, packaging and labeling information.



Course Overview

Term 1

There are two practical lessons in the kitchens and one theory lesson a week

All theory work is done digitally on teams, using class notebook.

• Planning for Practice

The assessment for this objective is the quality of the cooking outcomes in the kitchen practicals (teacher observation) with the goals for each lesson on hygiene and relevant skills.

• Outcomes and Evaluation

The assessment is student online recipe booklets, notes on skills and adaptations and quality of detail within student evaluation.

Learning Areas:

[Technology](#)

Assessment Information

Your work book and practical's are assessed during the semester.

Year 9 Multi Materials Technology

9TEC



Course Description

Head of Faculty - Kaihautuu: Salman Qureshi

Most of you will have completed some Technology work in Y7 and 8.

This course continues to develop the technical skills that involve technology practice (planning and making), knowledge (materials and processes) and effects these can have on society. Workshop safety is important to us and to you, so we require a safe learning environment for everyone.

Learning Areas:

[Technology](#)
