

**YEAR 10**

**COURSE INFORMATION  
AND  
SUBJECT OUTLINES**



**2026**

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# MIDDLETON GRANGE SCHOOL

Character, Excellence, Service for the Glory of God

Welcome to students in Year 10, in 2026.

Year 10 is the final year of Middle School for our amazing students. It is a year that provides an opportunity to grow in the individual gifts and talents that God has blessed them with. Our taura (students) have the opportunity to grow further in the knowledge base provided in each subject, be involved with leadership and service and embed work habits that will prepare them for life in the Senior College and beyond.

The core subjects provide a foundation of knowledge and skills for Year 11 and their future education. The option classes provide an opportunity for students to learn in an area of interest or passion. Each option subject has a pathway to continue study in Year 11 and beyond. Students in Year 10 can choose 2 option subjects that they will study for the full year. I encourage students to think about what they enjoy and what they consider they might like to take in the future. Some students may still be unsure about future courses or interests, so I encourage you as parents to support them through the decision-making process.

Please take some time to read through the course booklet for Year 10 which provides valuable information about the courses offered. It will be incredibly useful to look at the pathway diagram provided. This outlines which courses will continue into Senior College. Some Senior College courses require or recommend that a subject has been studied in Years 9 and/or 10, so please make careful note of these.

It is also important to choose carefully as we are not always able to make or recommend changes to option subjects during the school year.

Our school website also has information about each course at Year 10, click on 'Learning' then 'Course Selection.' We also encourage students to talk with their current subject teachers about courses in Year 10 if they have any specific questions.

We pray that the selection process goes well for you and your child.  
In Christ,

Mrs Louise Arndt  
DP Acting Head of Middle School

## Course Subject Charges

To ensure we continue delivering the high-quality education that our students and staff value, we rely on a combination of parent Special Character Voluntary Donations, school fundraising efforts, and the International College programme. Unfortunately, the State funding alone does not cover the full cost of our curriculum and programs.

The school has made every effort to avoid imposing general subject charges as part of the core curriculum. Students will have the opportunity to excel using the resources provided by the school. \* However, to enhance the range of activities, projects, and experiences available, there are likely to be additional costs associated with some optional subjects and extracurricular activities. You will be emailed a link with [required stationery](#) later in Term 4.

Permission for these optional activities must be obtained in advance and costs may be charged to your child's school account, or in some cases, payment must be made before the event. If you agree to these activities, any charges may be enforced by our finance department to honour our own agreements. Please review our updated [terms and conditions](#) to avoid unnecessary charges.

Your generous donations play a crucial role in helping us maintain the standard of education our school is known for. We sincerely encourage you to contribute to this fund, via any suggested contributions or donations, as it directly benefits your child, enriching and enhancing their learning experience. Participation in any optional activities is therefore encouraged, but no student will be academically disadvantaged for choosing not to participate.

Thank you for your continued support and commitment to our school community.

\* Faculty Leaders have identified the minimum amount of photocopying required by a student to achieve excellence in their subjects. This photocopying credit will be given to students on a 'Photocopy Account'. If students exceed this amount, then the student and family must pay for further printing.

## The Year 10 Course

The New Zealand Curriculum Framework defines eight 'essential learning areas.' These contain the knowledge and understanding needed by all students.

At Middleton Grange we aim to ensure that students experience all eight areas to provide a broad and balanced education. For this reason, we ask students to select options from different areas - the options being The Arts, Technology, and Languages. The relevant learning area is shown in the description for each subject.

The *eight learning areas* as defined in the New Zealand Curriculum Framework are:

- English
- Mathematics & Statistics
- Science
- Social Sciences
- Health and Physical Education
- Learning Languages
- Technology
- The Arts

*plus* Special Character Learning area.



## Choosing your Option Subjects



The orange hexagons are your Option Subjects.

*Each subject is a **full year** course in Year 10.*

**Choose carefully, considering which subjects you need for Senior College courses. Refer to the Course Pathway on page**

Follow the framework on the next page before selecting your choices.

Please be aware that every effort will be made to give students the choices they request, however, not all choice combinations will be possible, in which case, second or third preferences will be considered.

Sometime before Course Information Evening, an email will be sent home to all families outlining the process for choosing next year's options. One big advantage with doing this online is that changes can be made to those right up until the last day, **Friday 12<sup>th</sup> September**.

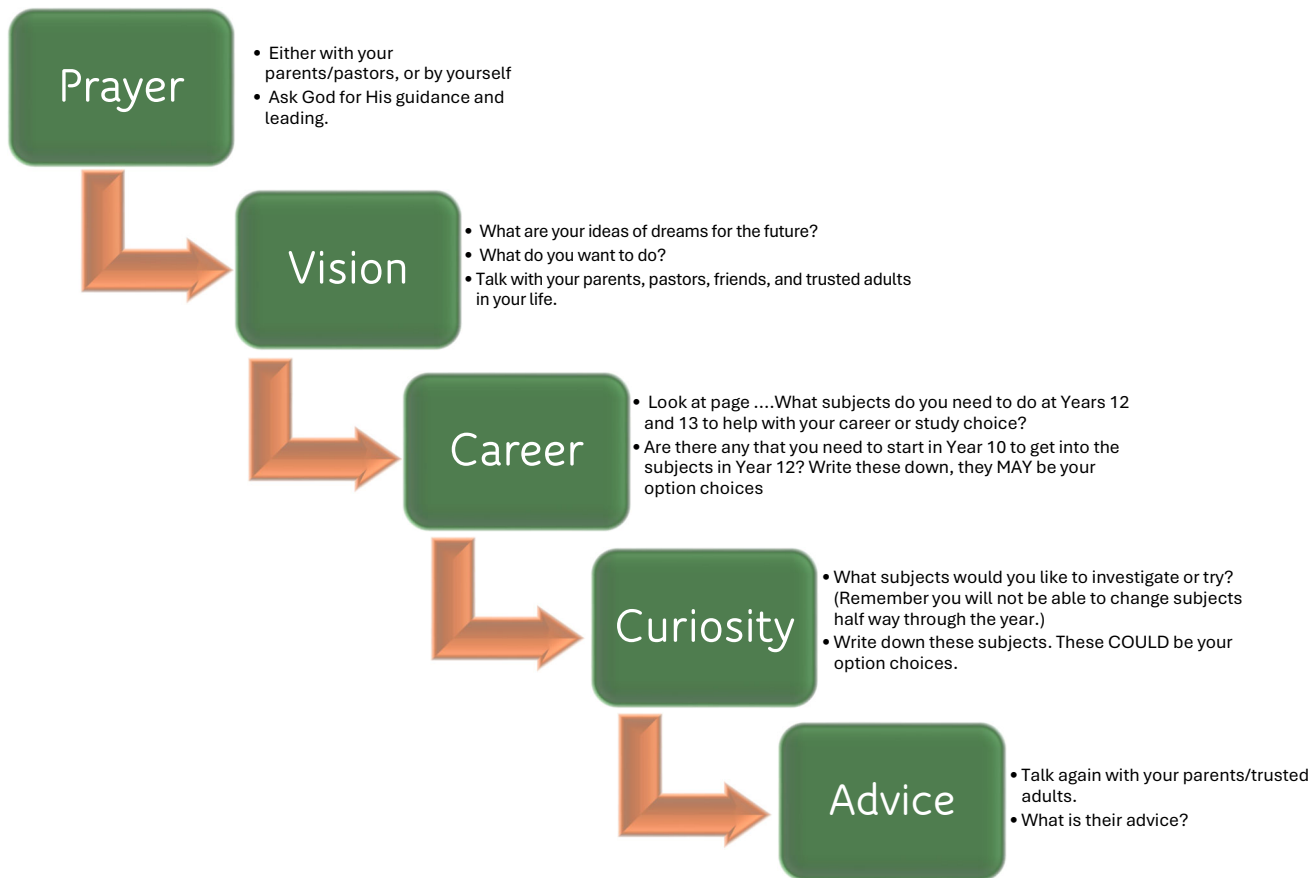
In Year 9 each option was studied three times a week for half a year. Subjects could be tried, and some experimentation could occur. This should have helped students become more focused in their choices. It is becoming increasingly important to ensure the appropriate subjects are chosen to link into Senior College courses.

Year 10 allows for subjects to be studied for a full year. Students need to select **SIX** subjects shown in the orange hexagons, in order of preference (two will be allocated).

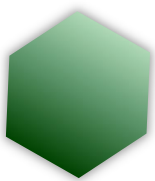
You will receive an email confirming your choices late in Term 4. At that time, you will also be given a small period of time in which changes, if they can be accommodated, will be made. Changes to option choices during 2026 will only be made in exceptional circumstances.



**Consider using this diagram to guide the process of choosing your options for Year 10:**



## Compulsory Subjects



The green hexagons are your compulsory subjects. These subjects continue to provide the foundation on which later years of study build.

Effective learning rests on the learner understanding why they are doing what they are, and how the subject they are currently working on relates to other subjects.

While each subject is described as a discrete entity, we will be working to inter-relate subjects and learning when appropriate throughout the year's courses.

Please feel free to discuss this with:

- Year 10 Deans, Mr Nathan Sinclair and Mrs Andrea Gort
- Assistant Heads of Middle School, Miss Anne Mackechnie/Mr Geoff Steyn
- DP: Head of Middle School, Mrs Louise Arndt

# Compulsory Subjects Course Outlines

## English

Compulsory subject – full year

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### ***Essential Learning Area: English***

This course aims to develop further the communication skills of reading and writing, listening and speaking, viewing and presenting, covering a range of strategies and styles for each. Students are prepared for the Co-Requisite Reading and Writing (Literacy) Tests and the Year 11 courses by the introduction of skills in reading comprehension, public speaking and creative writing.

### **Course Content**

- *Reading:* personal reading, close reading of unfamiliar texts, study of a range of literature including extended written texts and several short written texts
- *Writing:* in a range of styles and for different purposes. Language skills will be incorporated
- *Speaking and Listening:* working in groups, listening to texts, and formal speaking to an audience
- *Visual Language:* viewing and presenting skills, with moving and static images.
- Critical Literacy and Growth Mindset

### **Assessment**

Tests, writing tasks, assignments, oral and visual presentations. At least one common test before the end of Term 3 and an examination in Term 4. The NCEA Literacy Co-Requisites will be assessed during the year. This is likely to occur in Term Two.



### ***Essential Learning Area: Special Character***

The aim of Scripture at Middleton Grange School is to help students better understand God the Father through his Son, Jesus, by understanding His Word in the power of the Spirit. An integrated approach is used to encourage Biblical literacy, foster Christian growth and stimulate thinking from a Biblical perspective. The Scripture programme involves three periods across the fortnight. The syllabus for Year 10 Scripture is part of the Middle School Scripture syllabus which uses the 'Think Faith' material. The Scope and Sequence of this program can be found at <https://whysre.com.au/sre-curriculum/cep-curriculum-overview/>. As with all Scripture classes, students will be given 10 minutes to read the Bible for themselves each class and write a reflection on what they have read.

### **Course Content**

Each term, students will consider the questions below within the following topics:

#### **Term 1: Luke (1) *The Unexpected Life-Giver***

- How does Jesus give life to the world?
- How should being a follower of Jesus change the way a person lives?
- How does John's Gospel signpost that Jesus is the Messiah, the Son of God, and the source of life?
- How can knowing Jesus help when life seems out of control?

#### **Term 2: Daniel – *Living Wisely in God's World***

- How do followers of Jesus do?
- When should I conform or not conform to my culture?
- What are my guiding principles for life that overrule my culture?
- What is my source of power and strength to hold fast to these world view principles?

#### **Term 3: Ephesians: *United with Jesus and Each Other***

- If Jesus forgives people, why does what they do matter?
- Why do people go to church?
- What is God's grace all about?
- What is prayer/Why do people pray?
- What is the good life?
- What is the new life Jesus calls people to?
- Why should Christians persevere in their beliefs?

#### **Term 4: Many Genres, One Story: *God's Life-Saving Actions for the World***

- How do the different genres of the Bible help us to understand God's lifesaving actions for the world?
- How do different genres help us to understand the nature of God?
- How do we read different genres of the Bible?

### **Assessment**

Overall teacher judgements in Biblical literacy and *Think Faith* material is made through journal entries, informal and formal work and assessment tasks.

### **Materials**

Specified in stationery list.



## ***Essential Learning Area: Mathematics & Statistics***

Mathematics in Year 10 will introduce new topics as well as build on many of the concepts introduced in Year 9.

Mathematics, at least to Year 11, is essential for all students and most study it into Years 12 and 13. It is a 'tool' subject for many other subjects.

### **Course Content**

- Standard form, rates, ratio, fractions and percentages.
- Pythagoras and trigonometry.
- Probability and Multivariate Statistics.
- Linear and quadratic relationships - using graphs, tables and rules to model problems.
- Algebraic expressions and solving equations.

### **Assessment**

Each topic will be assessed using standards-based assessment at appropriate curriculum levels. The NCEA Numeracy Co-Requisite will be assessed during the year. This is likely to occur in Term Two.

### **Costs to consider**

- Scientific calculator (Casio FX-82 AU Plus or similar)
- Small charges for optional national/international mathematics competitions students are encouraged to participate in (approximately \$10)

### **Materials**

Specified in stationery list.

## ***Essential Learning Area: Health and Physical Education***

This course has both theoretical and practical components. The programme compliments and builds on Years 7-9 PE. Content is based on the 'National Health and Physical Education' Curriculum and has also been carefully selected to concur with the school's special character. The chosen sports are contexts in which life skills are also taught and focused on self-management, relating to others, active participation and thinking.

### **Course Content**

- **Physical Education**
  - *Athletics*
  - *Social Responsibility* - Managing self and influencing others
  - *Practical Performance* - Skill, tactics, defence, offense (in the context of AFL, Māori Games, and student choice)
  - *Body systems* - The body's response to physical exercise
  - *Ballroom Dance* - Etiquette, social skills, timing and rhythm
  
- **Health Education**

Middleton Grange School has adopted '***The Rite Journey***' programme (**Te Haerenga**) to be taught in the PE/Health curriculum time. The intent of this programme is to 'transition' students from childhood into adulthood with a character-building focus. This programme immerses the NZ Health Curriculum but also explores the following topics:

- Who am I?
- How do I get on with others?
- Is there something more?
- What is my purpose?
- What do I have to give?

### **Assessment**

Tests (theory work), practical assessments (skill, participation, teamwork, attitudes).

### **Materials**

PE uniform and non-marking sports shoes.

### ***Essential Learning Area: Science***

Science is a compulsory subject for all Year 10 students. The course aims at developing students' interest in scientific matters and to appreciate that we learn in a physical world created and sustained by God. This course teaches some physical scientific content while including appreciation of the beauty and intricacy of creation all around us.

This course will relate to everyday reality through studying the digestive system, observing how light works, what's inside the earth and how it functions, the chemical properties of common substances, and how different species can survive in extreme conditions.

### **Course Content**

- Focus on food
- Chemistry around you
- Electricity
- Earth Science
- Extreme environments
- Radiant energy

### **Assessment**

Common tests, projects, end of year exam

### **Materials**

Specified in stationery list

**Essential Learning Area: Social Sciences**

The course explores historical events from Medieval Europe to contemporary New Zealand within the “Understand, Know, Do” framework of the Refreshed New Zealand Curriculum. It aims to enhance students’ ability to critique and engage with contemporary society by *understanding* their heritage, *knowing* their place in it, and *doing* what is right before God. In late 2022 substantial changes to the New Zealand Curriculum mandated the inclusion of *Aotearoa New Zealand Histories* with the Social Studies curriculum area. These changes were introduced throughout 2023 and were refined and developed in 2024. This course builds on Year 9 skills to promote structured information processing, evaluation, and research, culminating in students developing and demonstrating a format for evidence-based essay writing.

**Course Content**

- **Topic 1a and 1b – Renaissance and Reformation.**

This topic explores historical developments in Europe and Asia leading to two globally significant periods of change. Beginning with the collapse of the Roman Empire, students are exploring aspects of the foundations of European culture prior to the voyages of discovery and colonial expansion. As a pre-cursor to European exploration and migration from the 1700’s onward, this understanding helps students make sense of the bi-cultural heritage of our own nation.

- **Topic 2 – Migration and Colonisation.**

With background knowledge now in place, students begin an extended study of migration and colonisation primarily in the context of Aotearoa New Zealand’s history. Beginning with Māori arrival and moving through the early-contact phase, students learn about the nature of migration, the interactions it inevitably leads to, and the range of consequences which can and have, followed. This gives way to an exploration of more recent events, in particular New Zealand’s involvement in trade and economics at the global scale and our changing beliefs and responses to conflict, both at home and abroad.

- **Topic 3 – Pacific peoples.**

In an increasingly culturally diverse society, New Zealanders nevertheless have a strong link to the Pacific and its peoples. In this topic students explore aspects of Pacific culture in and of itself, while retaining a focus on interactions between ourselves and Pasifika peoples. Students will learn about past events such as our response to the nuclear debate, and present challenges such as our response to sea-level rise and the climate refugee debate.

Social Studies combines skills and knowledge drawn from both Geography and History. Learning includes mapping, completing research inquiries, collaborative work, film study, information presentations, summarising, essay writing and developing critical thinking.

**Assessment**

Standards based Assessments occur within each unit, using the Achieved, Merit, Excellence framework in anticipation of NCEA in coming years. Assessments include formal tests and independent inquiry. They cover a range of skills mastery, content knowledge and understanding of concepts

**Materials**

Specified in stationery list

# Option Subjects Course Outlines

## Business Studies

Option subject – full year

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### ***Essential Learning Area: Social Sciences***

This course introduces the basic ideas and skills of Accounting, Economics and Business. It is useful as a one-year stand-alone course or as preparation for any or all of these three subjects in the Senior College.

You will learn how a small business operates and will, as part of a group of 3 or 4 students, plan and run your own small business during the course. If you make a profit, it's yours (After paying the tax which is donated to a Christian-based charity)!

### **Course Content**

- Basic concepts of Economics, in relation to current events and a practical business application
- Basic Business Accounting and spreadsheeting skills for a simple cash-based business
- Enterprise Studies - Developing a business idea and starting, running, and managing a business.

### **Assessment**

Unit tests, project work, business practical project.

### **Materials**

Specified in stationery list

### **Costs to consider**

A small amount of capital contribution will be required to set up the small business. Students are will hopefully recoup this.

## ***Essential Learning Area: Technology***

Design and Visual Communication aims to equip students with a foundational base in visual communication techniques, design terminology and the design process. This course encourages original and creative design and problem solving to develop and present solutions for a range of design scenarios. The course is designed to prepare students for Year 11 DVC and beyond.

### **Course Content**

#### **Visual Communication and Design**

- Development of the design process to explore design solutions.
- Design theory and design language used to understand and explain the functional and aesthetic qualities of design outcomes.
- Freehand sketching techniques developed to communicate design process and outcomes.
- Instrumental drawing techniques developed to communicate design solutions incorporating standards and conventions.
- Presentation and compositional principles used to illustrate design solutions incorporating rendering techniques, and various modes and media.

#### **Spatial Design**

- Exploring and developing a solution for a spatial design brief using the design process.
- Societal and environmental impacts/effects.
- Landscape, interior and architectural design.

#### **Product Design**

- Exploring and developing a solution for a product design brief using the design process.
- Developing an understanding of functional and aesthetic properties of design materials.
- Modelling design outcomes for refinement and prototyping.

### **Assessment**

Evidence is collected from a range of work to make judgments using Technology criteria. ie. Design process, Freehand Sketching, Instrumental Drawing and Presentation.

### **Materials**

Specified in stationery list

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## ***Essential Learning Area: Technology***

Digital technologies impact on every aspect of our lives and are vitally important to New Zealand's growth in the 21<sup>st</sup> century. This course teaches students various aspects of digital technologies which include computer science, digital media, Microsoft Office applications, and touch typing. Students will apply computational thinking, design, planning and problem-solving skills to complete digital projects.

### **Course Content**

- Develop skills in MS Office (Word, Excel and PowerPoint)
- Develop creativity and understanding of the design process; learning skills in Adobe Illustrator, Photoshop, and Pro-presenter for a variety of digital outcomes
- Program web pages in HTML and CSS
- Understand human-computer interaction (HCI) heuristics and how to critique and improve digital interfaces
- Program computer games in Scratch

### **Assessment**

Observation, Peer assessment, E-portfolio

### **Materials**

Basic headphone set - specified in stationery list

### **Specified Costs**

None, unless students exceed their printing limit.



***Essential Learning Area: The Arts***

Drama involves individual students in a collaborative art form in which they can investigate, shape and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. It is an important means of understanding, constructing, appreciating, and communicating social and cultural values; interpreting, valuing and transmitting traditions and the past; exploring, celebrating and challenging the present and, imagining the future.

The Year 10 drama course builds on the practical skills taught at Year 9 and introduces a more analytical approach to role, characterization, text, genre, theatre history and production technologies. As with Year 9 you do not need to have had previous experience to be accepted into the course; however, you do need to be willing to participate fully in each class, work hard, keep a positive attitude and be prepared to have lots of fun.

**Course Content**

- Develop your confidence in performance.
- Introduce drama elements, techniques and conventions, and give you the opportunity to use these.
- Introduce you to the world of drama, theatre and performance.
- Develop your ability to express your ideas and to create through drama.
- Develop your ability to accept, build upon and be sensitive to the contributions of others in group situations.
- Develop your drama literacy
- Give you the opportunity to watch, appreciate and evaluate a variety of performances.
- Work co-operatively to **devise** and **perform** short scripts, take text from **page to stage**.
- Experiment with different forms and styles of drama and have the opportunity to develop and extend your personal skills and abilities.

**Assessment**

Internal assessment of practical work and some bookwork.

**Materials**

Tracksuit is recommended

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## ***Essential Learning Area: Technology, and Health***

“Technology is innovation by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.”

This Food Technology course follows a technological approach to Food and Nutrition. The focus of the course is for students to gain life skills and knowledge. Adapting and modifying recipes is encouraged, as well as cooking at home. This course is open to all and is a useful, but not essential, basis for Years 11-13 Food and Nutrition courses.

### **Course Content**

- Measuring and knife skills
- Food Safety Practices
- Hauora Wellbeing
- Nutrients
- Nutritional Assessment
- Taking Action
- Technological Products
- Presentation and plating up
- Technological Modelling
- Characteristics of Technology
- Food Citizenship
- Edible Gifts

### **Assessment**

Evidence collected from a range of work to make a judgement against Technology criteria, including book work, designs, photos, conversations and practical work.

### **Course Fee – Important note**

The cost of providing ingredients for the practical component of *Food and Nutrition* is considerable. A fee of **\$160** applies to help cover these expenses. Students are able to take home the food they prepare in class. By selecting *Food and Nutrition*, you are agreeing to be invoiced for this amount at the start of the course.

## ***Essential Learning Area: Technology***

“Technology is innovation by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.”

### **Course Content**

- This course is designed to involve students primarily in the use of timber as a material with some other materials also being used. Although a practical subject, students will use a range of technologies and processes to complete their projects.
- The outcomes for all the different projects will go through a Design Process that will encourage the creative thinking of the students and create outcomes that will be fit for purpose.
- Introduction to digital design and fabrication.
- Application of a range of technological processes.

### **Technical Skills**

- Furniture construction skills
- Timber joints
- Hand tool skills
- Design and evaluation

### **Outcomes**

- Students will learn technical and practical skills which can then be applied in the design and manufacture of projects that are fit for purpose.

### **Assessment**

Work is internally assessed, with evidence collected from project work to make a judgement against Technology criteria

### **Course Fee – Important note**

The cost of providing ingredients for the practical component of *Hard Materials Technology* is considerable. A fee of **\$100** applies to help cover these expenses. Students are able to take home the projects they build in class. By selecting *Hard Materials Technology*, you are agreeing to be invoiced for this amount at the start of the course.

***Essential Learning Area: The Arts***

Music education provides a wide range of benefits to a maturing mind. It develops personal skills and traits such as self-discipline, perseverance and reflective practices. Group work and performances provide a platform to extend collaborative skills and critical thought processes. This course values student's experiences and builds on these with increasing sophistication and complexity as their knowledge and skills develop.

The Music course is designed for any student who wants to broaden their knowledge of music and develop their skills as a performer or composer. It is expected that all students in this course can play an instrument (voice is considered an instrument) with some competence and are continuing to receive instrument tuition. Students will have regular opportunities to express their musical skill and creativity.

**Course Content**

- Performance (Group and Solo)
- Composition and Song Writing
- Genre Studies (Contemporary, Classical, Jazz and Digital Music)
- Listening Skills
- Practical Knowledge of Music (Applied Theory)

**Pre-requisite**

One or more years of tuition on their chosen instrument.

**Assessment**

Performances, compositions, research assignments, in-class tests

**Materials**

Own/hired instrument

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## ***Essential Learning Area: Learning Languages***

In this full-year Spanish course, students will develop their ability to understand and communicate basic information in Spanish. They will engage with fundamental Spanish grammar and sentence structures while gaining insight into the diverse cultures of the Spanish-speaking world. This course aligns with Levels 3 to 5 of the New Zealand Curriculum for Spanish.

Spanish is one of the most widely spoken languages in the world and can open doors to exciting opportunities in tourism, business, international relations, and cultural exchange. There are numerous student exchange programmes available for Spanish-speaking countries. In 2026, Year 10 students may be offered the chance to participate in an overseas language and culture trip.

### **Course Content**

- Understand, state, and ask about the location of people, places, and things
- Recognise, express, and ask about likes and dislikes
- Recognise, express, and ask about obligations
- Recognise, express, and ask about how they and others feel
- Ask for and respond to information about events in the present
- Understand and talk about where, when, and how often activities take place
- Communicate about events in the past
- Understand, ask about, and express future plans
- Ask for and respond to simple directions
- Understand and use words relating to measurement
- Compare and contrast people, places, and things

### **Assessment**

Students will be assessed through a range of formative and summative tasks throughout the year. These will evaluate their skills in:

- Listening comprehension
- Reading comprehension
- Written communication
- Oral communication
- Cultural understanding
- Research tasks

### **Materials**

As specified on the school's stationery list.

### ***Essential Learning Area: Learning Languages***

Learning te reo Māori provides social, cultural, spiritual, cognitive, intellectual and employment-related benefits for students. There are also other benefits from learning the indigenous language of Aotearoa such as enjoying an increased sense of belonging, helping to preserve our national taonga or treasures, gaining insights into our national heritage, and contributing to a more tolerant and enlightened future for Aotearoa. In addition, the programme provides a vehicle for students to engage in their culture in an informed and effective way as it assists to, “equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.

### **Course Content**

This is a full year programme of study, designed to lead students on to Year 11. The programme encompasses all the disciplines of language acquisition as outlined in the NZ Curriculum.

#### **Reo Whakaputa (Productive language)**

- Kōrero (Speaking),
- Whakarongo (Listening)
- Whakaari (presenting).

#### **New Zealand Curriculum Strands**

- Receptive Skills:  
Listening or Reading
- Productive Skills:  
Speaking or Writing

#### **Reo Whakautu (Receptive language)**

- Pānui (Reading),
- Tuhituhi (Writing)
- Mātaakitaki (Viewing).

#### **Kapahaka**

- It is extremely beneficial for the students to participate and commit to the school kapa haka group to extend and develop their understanding of tikanga (customs) through waiata and pōwhiri (songs and welcoming ceremonies).

#### **Nohonga Whānau (Community Relationships)**

- Whānau (Family)
- Te Marae (Marae)
- Tāone (Town)
- Tētahi Haerenga (a trip)
  - Movies (time/cost/negatives)
  - Town (transport/meeting people)

#### **Te Au Māori (Māori World View)**

- Te Marae (Marae life)
- Tikanga Māori Cultural aspects and customs)
- Kapa Haka (Performing Arts)

### **Assessment**

Each unit of work will assess two or more of the 6 focus strands: kōrero, whakarongo, pānui, tuhituhi, whakaari and mātaakitaki.

### **Materials**

Specified in stationery list

### **Costs to consider**

Cost for recommended educational opportunities outside of the classroom- annual 2-day noho marae approximately \$120

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## Essential Learning Area: The Arts

*“He has made everything beautiful in its time.” Ecclesiastes 3:11*

This course offers students an exciting and hands-on opportunity to explore a wide range of artistic disciplines. Designed to foster creativity, confidence, and technical skill, the course encourages students to experiment with materials and processes while developing their understanding of visual language.

Students will complete four major projects across the year; each designed to introduce new techniques and deepen their understanding of artistic practice:

1. Sculptural Bird Mask- Students begin the year by designing and constructing a sculptural bird mask, learning about form, structure, and symbolism.
2. Spray Painting with Stencils- Students create their own stencils and combine spray painting with hand-painted elements to produce layered and expressive work.
3. Art Deco-Inspired Ceramics- Drawing inspiration from the Art Deco movement, students design and produce ceramic pieces that explore pattern, symmetry, and surface decoration.
4. Photography Using Darkroom Processes and Design - Students are introduced to traditional photography techniques, including working in the darkroom to develop their own black-and-white prints.

While there is no prerequisite, students who have previously studied Art will be at an advantage.

All topics in Year 10 Art enable students to gain a good foundation for further study and specialisation in Years 11 through 13.

### Course Content

- Mixed Media Painting
- Photography/Digital Art & Design
- Ceramics

### Assessment

All work will be assessed against the relevant achievement objectives. Students will submit their completed work in an A3 Visual Diary at the end of the unit.

### Materials

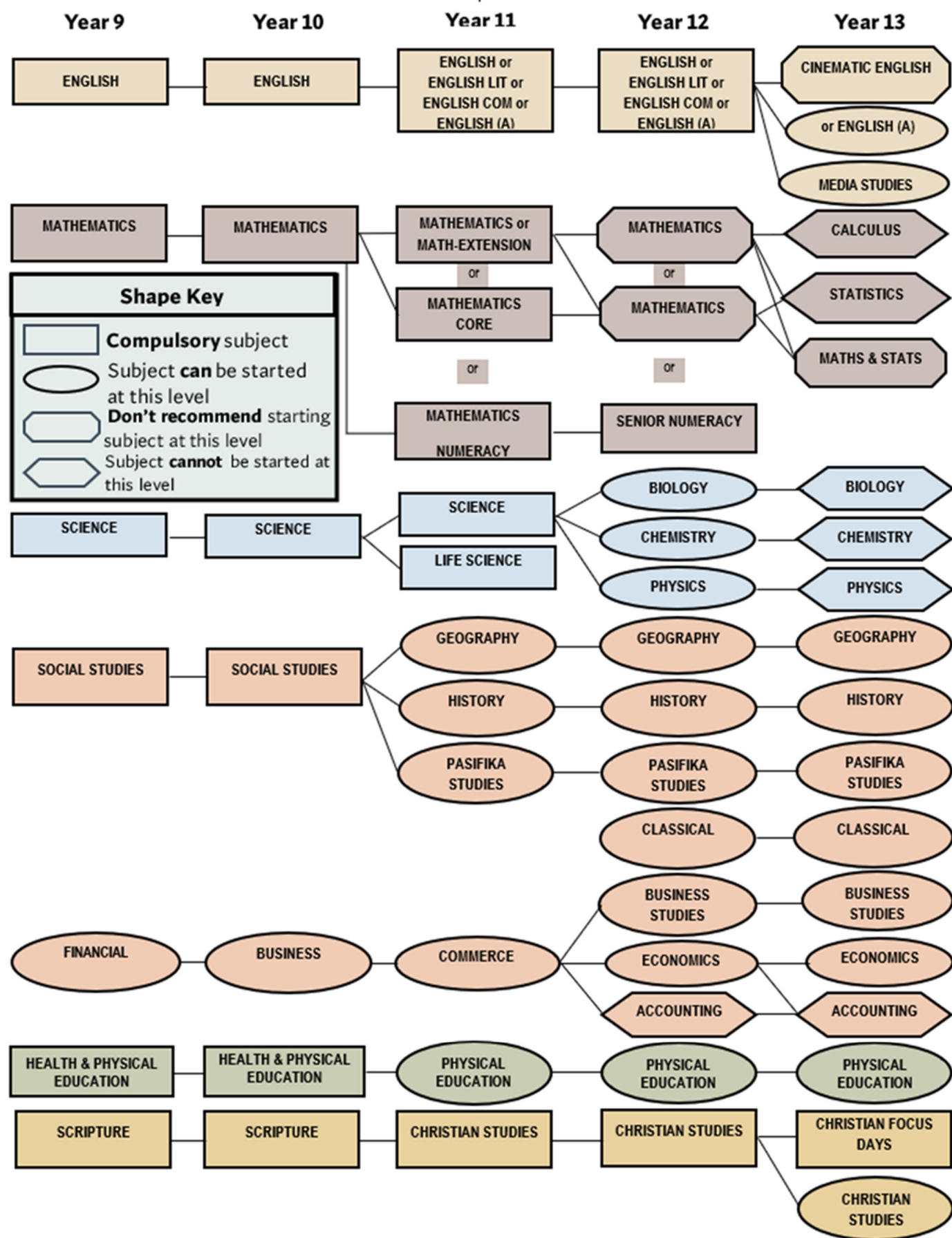
An art pack purchase will be required; this is specified in the stationery list

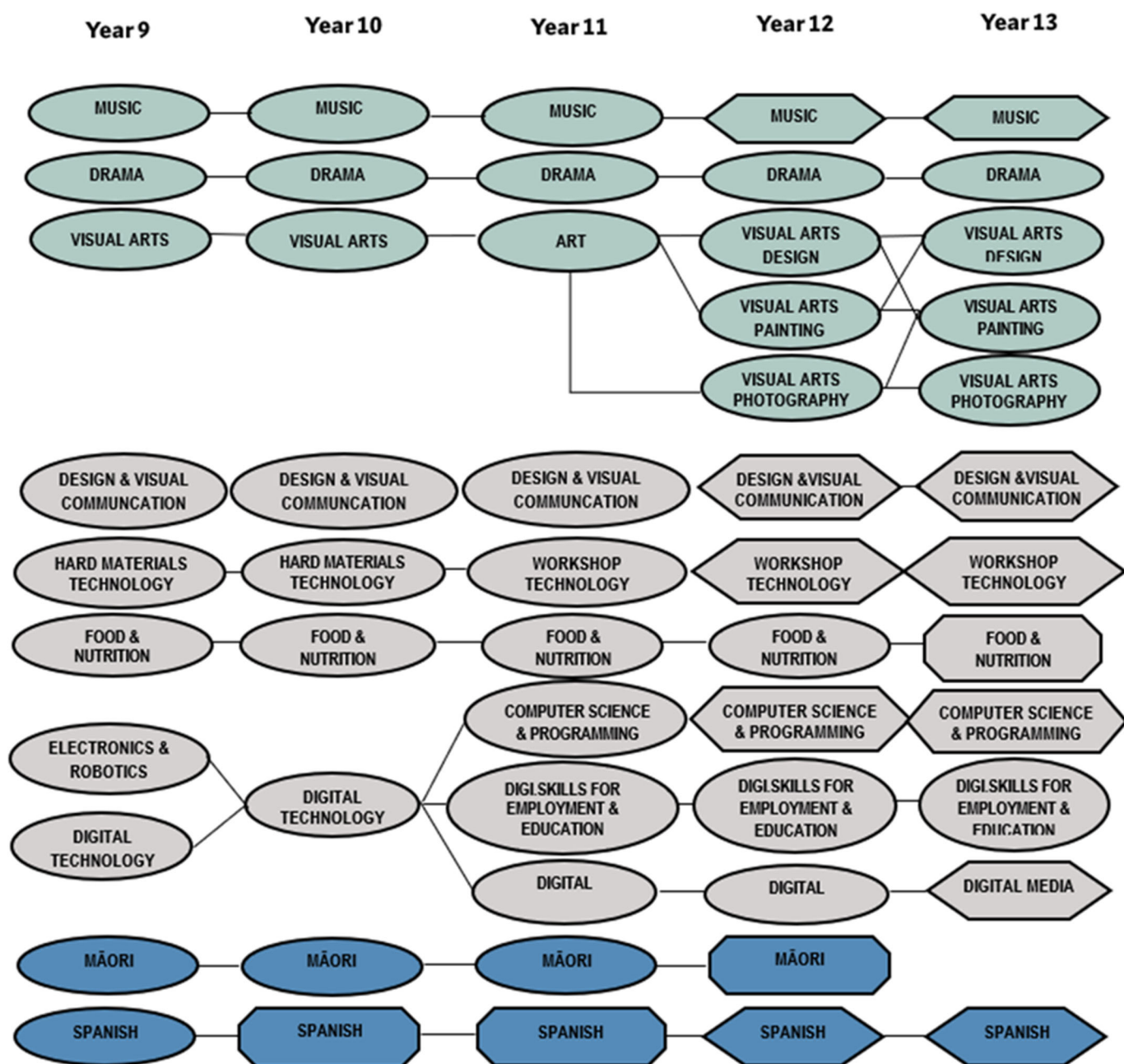
### Costs to consider

A \$30 contribution is requested for the take home components of the course.



# Middleton Grange Subject Pathways





| Colour Key     |                          |                               |
|----------------|--------------------------|-------------------------------|
| English        | Mathematics & Statistics | Science                       |
| Social Science | Physical Ed & Health     | Scripture & Christian Studies |
| Technology     | The Arts                 | Learning Languages            |

#### Alternative Pathways to Qualifications



These diagrams are accurate at the time of printing. Subsequent changes may occur as courses develop.