



# COURSE INFORMATION 2025

Ascensiones  
In Corde

Lindisfarne College  
Hastings, Aotearoa



**LINDISFARNE  
COLLEGE**





# SENIOR MANAGEMENT

- Rector  
Mr Stuart Hakeney
- Deputy Rector  
Mr Campbell Howlett
- Assistant Rector  
Pastoral Care and Wellbeing  
Mr David Cournane
- Assistant Rector  
Curriculum and Assessment  
Mrs Sarah Duncan
- Assistant Rector  
Teaching and Learning  
Mr Kevin Atkinson

# HEADS OF FACULTY

- Year 7 and 8  
Mr Kirk Doyle
- The Arts  
Mrs Rachel Harland
- English and Languages  
Ms Regina Carroll
- Mathematics  
Mr Murray Richardson
- Health and Physical Education  
Mr Patrick Watson
- Science  
Mr Jared Fritchley
- Social Sciences  
Ms Paula Ferrick
- Technology  
Mr David Rennie

# SPECIALIST DIRECTORS

- Music and Performing Arts  
Dr Flemming Kristensen
- Sport  
Mr Shane Gaffney
- Learning Enhancement  
Ms Angi Fiaola
- International Students  
Mrs Gaenor Clarke
- Marketing and Advancement  
Mrs Nicola Parsons
- Enrolments  
Mrs Wendy Barker
- Rugby  
Mr Andre Bell



# A WELL ROUNDED EDUCATION FOR THE REAL WORLD

20

Average class size across the College in Years 7-10

13

Average class size across the College in Years 11-13

100%

Of senior students take at least 5 NCEA subjects

26

Scholarships earned by 18 different students across 13 different subjects in 2023



## CURRICULUM

A core curriculum of compulsory subjects is taught at Years 7-10. Every boy is exposed to a broad range of subjects including English, Maths, Social Science, Science, Health and Physical Education, Art, Music, Oral Communication, Religious Education, Languages and Technology.

We offer a comprehensive and personalised learning enhancement program.

2024 NCEA Pass rates:

NCEA Level One	95%
NCEA Level Two	97%
NCEA Level Three	93%
UE	83%

**Class Options Overview**   **C** = Compulsory/Core Subject   **E** = Elective Subject   • = Subject offered at this level

Subject	YEAR 7&8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
Accounting					•	•
Agribusiness					•	•
Agriculture/Horticultural Science				•	•	•
Biology				•	•	•
Art - Design					•	•
Art - Paint					•	•
Art - Photography					•	•
Classical Studies					•	•
Chemistry				•	•	•
Chinese				Available by Correspondance Course only		
Commerce				•		
Design and Visual Communications				•	•	•
Digital Technology	C	C	E	•	•	•
Economics					•	•
English	C	C	C	C	C	•
ESOL ( <i>English as a Second Language</i> )	•	•	•	•	•	•
Geography				•	•	•
GAP (Growth and Progress)		E	E	E		
History				•	•	•
Te Reo Māori	C	E	E	•	•	•
Mathematics	C	C	C	C	•	•
Mathematics with Calculus						•
Mathematics with Statistics						•
Media Studies					•	•
Music	C	C	E	•	•	•
Health & Physical Education	C	C	C	•	•	•
Oral Communication/Public Speaking and Performance	C	C	E			
Physics				•	•	•
Religious Studies	C	C	C	C	C	C
Science, General	C	C	C	•	•	•
Spanish		E	E	•	•	•
Social Studies	C	C	C			
Technology	C	C	E	•	•	•
Visual Arts	C	C	E	•	•	•



# OUR PEOPLE

We have exceptionally talented and committed staff who understand the educational and pastoral needs of boys.

Staff are committed to their professional development, continually upskilling in their areas of expertise locally, regionally, nationally and internationally. All our staff coach a summer and/ or a winter sport or co-curricular activity. We believe this is key to developing strong teacher-student relationships enhancing and enriching boys' educational experience.



## ACHIEVING EXCELLENCE TOGETHER

1

Tutor teacher works with a student to provide support his entire time at Lindisfarne

95%

Of boarding staff (prep and hostel managers) are also teaching staff

100%

Of teaching staff are involved in extra-curricular activities (Sport, Music, Drama)



YEAR 7/8	Wkly Class Hrs	YEAR 9	Wkly Class Hrs	YEAR 10	Wkly Class Hrs
English*	4	English	4	English	4
Mathematics*	4	Mathematics	4	Mathematics	4
Social Studies*	3	Social Studies	3	Social Studies	3
Science*	3	Science	3	Science	4
Technology	2	Technology	3	Religious Education	1
PE & Health*	3	PE & Health	3		
Religious Education	1	Either: Spanish, Te Reo Māori or	2	PE & Health	3
Music	1				
Art	2	Growth and Progress Programme (GAP)			
Taha Māori	1			Art	
				Growth and Progress Programme (GAP)	
Oral Communication	1			Drama	
		Eight week block each of: Art Music Oral Communication Religious Education Digital Technology	3	Digital Technology	
				Music	
				Spanish	
				Speech	
				Te Reo Māori	
				Technology	
				Visual Art	
				(Choose 2 option subjects for 3 periods, each option studied for one full year)	6
TOTAL HOURS:	25		25		25

Pupils enjoy the care and security of a home room situation and the benefits of being part of a secondary school. Information technology is integrated across the curriculum using classroom-based computers and main school facilities.

A broad based education which provides the basis for making option choices later.

**Qualifications:**  
Year 10 'A' Stream students sit NCEA in Commerce, General Science and Mathematics.

# Curriculum Summary

YEAR 11		Wkly Class Hrs	YEAR 12		Wkly Class Hrs	YEAR 13		Wkly Class Hrs
* English	4		* English	4				
* Mathematics	4		* Study	4		Study	4	
* Compulsory Subjects			* Compulsory Subjects			(Optional, can do a 6th subject instead)		
Religious Education		1	1 PER TERM		1	Religious Education		1
Life skills, Careers			Religious Education					
Recreation			Careers					
Health			Recreation					
			Health			Health		
Agricultural & Horticultural Science		16	OPTIONS AVAILABLE		16	Accounting		20
Biology			Accounting			Agricultural & Horticultural Science		
Chemistry			Agricultural & Horticultural Science			AgriBusiness		
Commerce			AgriBusiness			Art Design		
Geography			Art Design			Art Painting		
General Science			Art Painting			Art Photography		
Growth and Progress Programme (GAP)			Art Photography			Biology		
Design & Visual Communication			Biology			Calculus		
Digital Technology			Chemistry			Chemistry		
History			Classical Studies			Classical Studies		
Spanish			Design & Visual Communication			Digital Technology		
Music			Digital Technology			Economics		
Physical Education			Economics			English		
Physics			Geography			General Science		
Technology			History			Geography		
Te Reo Māori			Science			Design & Visual Communication		
Visual Arts		Mathematics		History				
E.S.O.L.		Media Studies		Media Studies				
		25	Music		25	Music		25
(Must choose four option Subjects for 16 periods)			Physical Education			Physical Education		
			Physics			Physics		
			Spanish			Spanish		
			Te Reo Māori			Statistics		
			Technology			Technology		
			E.S.O.L.			Te Reo Māori		
						E.S.O.L.		
			(Choose a minimum of 4 option subjects for 16 periods (may select 5 option subjects))			(Choose a minimum of 5 subjects for 20 periods)		
Qualifications:			Qualifications:			Qualifications		
NCEA LEVEL 1			NCEA LEVEL 2			NCEA LEVEL 3		
All students sit NCEA in 6 subjects. Those who sit in 5 subjects will be enrolled in the Growth and Progress Programme option. Students who have completed Level One NCEA Maths in Year 10 will complete Level Two Maths as a Year 11 student. They may also be invited to study Level Two Eco, Accounting, and/or a specialist Level Two Science in discussion with the Head of Faculty and Assistant Rector of Curriculum and Assessment.			Some Year 12 students may be invited to study Level 3 courses (based on Level One results) as part of the College Accelerate Pathway			Stage 1 University extramural papers available to repeating accelerate students		
ESOL = English as a Second Language			ESOL = English as a Second Language			*English as a Second Language.		
						IELTS available for International Students		
						ESOL = English as a Second Language		



# ENGLISH AND LANGUAGES

At Lindisfarne College, boys are exposed to a wide variety of literature and language, whether it be in the English classroom or learning a second language. In our quest to foster global citizens, Lindisfarne College students will develop a deepening understanding of not only their culture and New Zealand's indigenous culture but that of others around the world.

## English

English is essential in all aspects of life. It gives us access to the understanding, knowledge, and skills we need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. It is becoming apparent in this fast-changing world that, in order for Lindisfarne students to succeed beyond our College gates, they need to be able to communicate clearly, to develop an argument and to critically examine written material. The skills taught in the English classroom will equip students for the future, whether they are heading to tertiary study, employment or a business of their own.

Our Y7-10 English programmes are carefully designed to engage students in the meaningful study of language and literature, and to ensure they are well-prepared for the demands of the senior years' curriculum.

- In Years 7-10 students will develop their:
- Writing styles across a range of topics and genres
  - Close reading skills of a range of written, oral and visual texts
  - Oratory skills in a variety of formal and informal situations
  - Independent research skills

The skill of reading is increasingly important in our text-heavy world and to support the development of this skill, students have regular time booked for them in the College library as part of their English course. There is also the opportunity to involve themselves with debating from Year 9 through to Year 13.

All students in Year 10 have the opportunity to sit an NCEA Level One internal assessment, and the most able Year 10 boys enter for one NCEA Level One external examination. In Years 12 and 13, students may opt to enter the NZQA English Scholarship examination.

## Te Reo

Ko te reo tōku tuakiri  
*Language is my identity*  
Ko te reo tōku ahurei  
*Language is my uniqueness*  
Ko te reo tōku ora  
*Language is my life*

The Māori language openly calls those who are willing to learn our language. Its uniqueness is uplifting and it provides a great opportunity to learn the language and its customs. Te Reo has many aspects to its learnings and the student will be nurtured from a beginner level. In time, through diligence and desire, students will grow and be equipped in Te Reo to the best of their ability.

Te Reo Māori is taught across all year levels. It is compulsory for Years 7-8. Students are able to select it as an option from Year 9 onwards should they wish to do so.

## Spanish

Spanish is a major European and Pacific rim language and is increasingly valued in New Zealand. Spoken by over 450 million people on four continents, Spanish is the national language of not only Spain but also of 20 Latin American countries and the major second language of the USA. It is also one of the six official languages of the United Nations. For these reasons the study of Spanish is a valuable part of the curriculum at Lindisfarne and gives our students extensive opportunities beyond their school years.





## HEALTH AND PHYSICAL EDUCATION

At Lindisfarne College, Health and Physical Education play a major role in the cultivation of our boys into men of character. Programme content seeks to equip students with the knowledge, skills and experience to make informed decisions about their personal wellbeing and that of those around them. Dr Mason Durie's 'Te Whare Tapa Wha' model informs the curriculum beyond mere physical skills. The model incorporates the social (taha whānau), spiritual (taha wairua) and mental and emotional (taha hinengaro) realms of our wellbeing.

The physical component of the subject area is of particular interest to our students. The talented and committed Physical Educators at Lindisfarne College will often define this area of study as 'learning in, through and about movement'. To further explain this, we can say that it is 'in' movement contexts that we learn about our own capabilities, likes, dislikes and how we relate to others. 'Through' the act of moving, we can amplify the inherent sense of play as well as apply technical, strategic and tactical knowledge. We learn to coordinate our movement opportunities with that of others through aspects such as teamwork and communication. 'About' moving gives students the opportunity to understand their bodies, how they work and how to care for them. The notion of 'in, through and about' movement encapsulates the variety of experiences, knowledge and understandings that students can expect to gain from their time in Health and Physical Education.

### Years 7 – 10

The junior physical education programme is fundamental to the development of men of character. It lays the foundation upon which future learning in health and physical education can occur. This foundational work involves key themes such as relationships, physical competencies and inter-personal skills. Lessons are delivered three times a week and may involve topics such as track and field, aquatics, gymnastics, fitness studies and training, team and group activities, modified games, court and field games and adventure-based learning activities.

The more theoretical health programme complements the physical component of learning. Helping students to make informed choices about their own safety and wellbeing is the fundamental underpinning of the included content. Students may learn about cyber safety, safe relationships, puberty and the bodily changes, diet and nutrition, sexuality education and the importance of exercise for health and well-being. The health programme teaches our boys about the journey into manhood.

### Years 11-13

The Senior Physical Education offering builds upon the foundations of the junior programme. Offered at NCEA Level 1, Level 2 and Level 3, students can expect the delivery of content that amplifies the physical knowledge, experiences and conceptual understandings that supports their inclusion within the culture of movement.

All NCEA courses include the in-depth study of the operation and function of the human body. This includes topics such as biomechanics, skill learning, physiology and anatomy. More topics include the principles associated with physical training, analysis of sporting technique, the development of skill learning programmes, sociological issues in regard to access to movement opportunities, contemporary sport, health promotion and societal physical activity engagement.

Health and Physical Education is offered at Scholarship level also.





## LEARNING ENHANCEMENT

Learning Enhancement at Lindisfarne College is about creating programmes and support networks for our young men to inspire and instill in all boys the aspiration to be the best that they can be with confidence and independence.

### Approach

We have an individualised approach to meeting the needs of students, which can include: specialist assessments, support profiles, tuition and remedial support and classes, extension programmes, after-school classes and courses, pathways planning, community networks, and the support of a team of skilled practitioners whose passion is to ensure our boys reach their potential. We have two full time and two part-time teaching assistants available for class support where higher numbers of students have moderate to high needs, and all our support team work closely with teachers to meet the needs of learners in a flexible way that is engaging and positive. Our strategy is built on thorough assessment with strong communication to create a positive, supportive environment for learners who have a history of challenge in school. Our teaching staff are familiar with needs in the classroom and best practice for managing learning accommodations in subtle, accessible

ways. We ensure Special Assessment Conditions are in place when required for assessments, practice exams and external examinations.

### Remediation

For remediation, we employ a range of programmes to develop learning skills. We look closely at the needs of individual students and target aspects of need while utilising areas of strength. Most of this support is provided in our Growth and Progress (GAP) Class: a tailor-made course to support learners in how to learn and cope with the demands of mainstream classrooms. This class is offered as an alternative to a second language in Year 9, and as an option subject in Year 10, to those who have a history of support and assessment. This course covers learning strategies, memory development, time management and planning, basic literacy remediation, touch typing skill development, and in-depth support in establishing and using assistive technologies. At Year 11, the GAP course provides a supported learning opportunity for those who may find reaching their potential in NCEA Level 1 a real challenge.

### Community

Across the school, boys can opt in to other skills-based programmes to support their learning and are trained in the use of Assistive Technology to build up independence in the classroom when literacy is an area of difficulty. By ensuring that all boys have access to learning enhancement strategies, we aim for the growth of all learners of all abilities. This sense of community further encourages the openness and honesty about what everyone truly needs to thrive, and our learners see these challenges as an opportunity to engage, connect and make change. Students in the school who are supported in the classroom, develop a better awareness of themselves and their skills sets, and have the opportunity for success across the four cornerstones of the College.





## LIBRARY

The Graham Smith Library at Lindisfarne College provides a hub for much of the learning at the College. This custom designed and built building provides multiple spaces and opportunities for boys to engage with reading, research and relaxation.

The library is extremely well-stocked with a collection of books which has been selected to interest, extend and motivate our students. Through the online library catalogue, boys also have access to a wide range of curated digital material which supports and scaffolds their research. Each boy is able to set up his own profile on the library catalogue which can record his interests and create personalised reading lists. All Junior English classes are booked into the library every second week as part of their English programme.

The Lindisfarne Library is open Monday to Thursday from the start of school until 9.00 p.m. and on Friday until the close of school. It is staffed throughout that time by a qualified librarian who is able to assist our students with reading selections or research topics. In addition to its book holdings, the library stocks a wide selection of newspapers and magazines on topics which range from cricket to hunting and surfing.

Boys are able to access the library after school to do homework while waiting to be collected or between sports practices. The library provides a wide range of activities such as chess, Lego, and Scrabble and is available to the College community to be used for debating, tutoring, presentations and special events.



## MATHEMATICS

Mathematics is a compulsory core subject studied to Year 12. Our programme covers the full range of thinking skills required for numeracy, problem solving and analytical thinking. NCEA Level One and Two form part of our compulsory curriculum and in Level Three, mathematics breaks into the study of statistics and calculus in order to prepare our students for future studies involving mathematics. The statistics option involves interpretation of data which is a core skill required in diverse fields from economics to psychology. The calculus option gives our students a thorough grounding in the mathematics required for engineering, surveying, physics, architecture and many other areas.

All our students receive differentiated learning instruction geared towards their individual needs. Learning in the field of mathematics is scaffolded and supported so that new topics build on previous knowledge. Teacher Aide support is available for classes and students who require extra assistance. This enables all boys to make progress and experience success.

At Lindisfarne we offer our accelerated class the opportunity to sit Level One mathematics standards in Year 10. This class of students will sit the full programme of 20 credits for Level One. This opens the door for further acceleration, culminating in the possibility of taking university level papers in Year 13.

In order to motivate our students further, we offer support and entry into a wide range of mathematics competitions. Our boys thrive on the extra challenge that these provide and enjoy the competitive aspect against their peers.

Mathematics is a subject which is highly regarded by our boys as evidenced by the large proportion of boys in our Year 13 cohort who opt for Calculus (30%) and Statistics (60%), with many completing both courses.





## SCIENCE

Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective. It will be the boys who are studying science now at school who will solve the problems of our world in the future. The study of science and scientific methods give our students the skills to develop problem-solving and decision-making in all areas of life whether this is solving our climate crisis, feeding the world's growing population, building driverless vehicles, or securing quality drinking water in the Hawke's Bay.

All students at Lindisfarne College will study science as a subject in Years 7-10 and be taught by a specialist science teacher. Once the boys enter Year 11, the science subjects split into specialties of biology, chemistry, physics, agricultural and horticultural science, agribusiness and general science. All students are encouraged to take at least one specialist science from Year 11 but some will take two or three. We have seven well equipped science laboratories where boys have their science classes. The boys learn from a

mixture of theory and practical work. The science staff all encourage and foster the inquisitive minds of the young scientists in front of them. This wonder and questioning from the boys leads to finding solutions and establishing greater understanding of the world around them.



While studying the sciences, boys will participate in examinations and in internal assessments. Internals allow boys to develop practical skills and be assessed on their ability to carry out scientific investigations or to complete research assignments or demonstrate understanding of key concepts in a

practical way. This is a key component of being a scientist. The examinations are an opportunity for boys to demonstrate depth of understanding of the key concepts learned in the science classes in a written time-bound assessment. This is an important skill to develop for boys who wish to go onto further study where examinations will be considered the norm for assessing content learned. Science classes at Lindisfarne cover both these forms of learning and assessment.

Boys who study the sciences at Lindisfarne College will have the opportunity to enter into the scholarship examinations in their Year 13 year. The teachers of the specialist sciences provide extra tutorials to support students to learn this content over and above the Level 3 content. Lindisfarne College students have gained scholarships in chemistry, biology, physics and agricultural and horticultural science in recent years including several 'Top Scholar' awards.





# SOCIAL SCIENCES

Social Sciences explore how people, communities and society influence the world around us. It looks at how people behave, examines social, economic and political processes, and understands how and why people interact in the way they do with each other and the environment. Our social sciences faculty offers a diverse range of subjects including accounting, agribusiness, classical studies, economics, geography and history. Social studies is a core subject in Years 7-10.

The wide array of programs seeks to develop skills in innovation, problem solving, self-management, leadership, motivating others, directing, critical thinking, social action and communication – all essential to those progressing into an ever changing and highly competitive world.

In addition to class-based activities, we integrate practical learning where possible through market days, field trips to geographic environments and visits to local businesses, while also welcoming speakers into classes to make learning real. We also offer cross curricular learning experiences, for example for Year 9 we join the science and physical education faculties in experiences at Otatara Pā, the Faraday Museum of Technology and the MTG in Napier to consolidate knowledge and identify the links between understanding in different subject areas. We extend the learning of our students by entering competitions and experiences such as the Young Enterprise Scheme, the New Zealand Board of Geography Teachers Maatangi Whenua quiz for Year 11 students, the University of Auckland Economics competition, Entrepreneurs in Action and the University of Auckland Stock Market challenge.

**Extension and Enrichment Opportunities**  
 NZ scholarship is offered across the faculty, with significant success in these areas over several years. Accelerated students are encouraged to study towards this in Year 12 as well as in Year 13, and support is provided by specialist teachers in these areas. We also offer Stage 1 University papers for completion by students who are repeating Level 3 courses in economics, accounting and/or classical studies.





## TECHNOLOGY

Technology is intervention by design. It uses intellectual and practical resources to create 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.

Technology is focussed 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.

### Materials Technologies

Students develop knowledge and skills that enable them to form, transform and work with resistant materials. This allows them to create both conceptual work and prototypes that solve problems and satisfy needs and opportunities. They develop knowledge about the systems, structures, machines and techniques used in manufacturing products, and they use manufacturing and quality assurance processes to produce prototypes and batches of a product.

Students become increasingly skilled in applying their knowledge of design principles to create innovative outcomes that realise opportunities and solve real-

world problems. Using machines and materials students can design and realise projects in the workshop.

### Design and Visual Communication

In this area, students learn to apply design thinking. The two key areas of design are in the fields of spacial and product design. They develop an awareness of design by using visual communication to conceptualise and develop design ideas in response to a brief. In doing so, they develop visual literacy: the ability to make sense of images and the ability to create images that make sense. They apply their visual literacy through using sketching, digital modes and other modelling techniques to effectively communicate and present design ideas.

Students learn that designers identify the qualities and potential of design ideas in terms of the broad principles of design (aesthetics and function). They also understand that designers are influenced by human, societal, environmental, historical and technological factors.

### Digital Technologies

Students' digital technological knowledge and skills enable them to follow a predetermined process to design, develop, store, test and evaluate digital content to address a given issue. Throughout this process, students

consider immediate social and end-user considerations.

### Computational Thinking for Digital Technologies

Computational thinking enables students to express problems and formulate solutions in ways that means a computer (an information processing agent) can be used to solve them.

Students learn core programming concepts and how to take advantage of the capabilities of computers, so that they can become creators of digital technologies, not just users.

### Designing and Developing Digital Outcomes

In this area, students understand that digital applications and systems are created for humans by humans. They develop increasingly sophisticated understandings and skills for designing and producing quality, fit-for-purpose, digital outcomes.

They construct digital media outcomes that integrate media types and incorporate original content. They also learn how electronic components and techniques are used to design digital devices and integrated to assemble and test an electronic environment.





# THE ARTS

## Oral Communications

Oral Communication in Schools encourages students to use creative speaking skills in a variety of contexts. It covers talks, poetry, reading, storytelling, and drama. Students develop important skills working co-operatively with their classmates. The syllabus is designed by Speech NZ to help students gain confidence and a sense of achievement when speaking in front of a small audience.

Intermediate School students have class one hour per week for the entire year. Year 9 students complete approximately 20 lessons as part of the Year 9 option rotation.

As a course requirement, all students complete a speaking examination, assessed by Speech NZ:

### Year 7/8 - Junior Level

- Informative talk with evidence of research
- Speak a poem
- Read aloud
- A telephone conversation (Year 7)
- A social speech eg an announcement, an introduction or a thank-you (Year 8)
- Devised drama

### Year 9 – Intermediate Level

- An informative talk with demonstration
- Storytelling
- Read aloud
- An impromptu roleplay based on a real-life situation

In Year 10, students can continue with Speech and Performance.

- Communication and Leadership Certificate - Speech NZ
- Drama performance

## Music

Music is the largest language in the world. Music makes you smarter. Music makes you ambidextrous. Music advances your critical thinking!

All class groups and levels have a chance to taste this large topic and the student elects to take it further with the credits possible with NCEA. There is a lot of choice with music, including performing, composing, arranging, score reading, understanding world music, rock bands and kiwi music.

**Juniors:** Juniors start to read, play and understand the foundations of harmony. With the band programme, giving them an opportunity to learn a new instrument; drums, guitar, piano, trumpet, trombone, euphonium, saxophone, clarinet and flute. This prepares the student well for the preparation of Year 11. NCEA Level One.

**Seniors:** Seniors have creative freedom to compose, arrange and perform music in the various standards required to achieve the necessary credits for NCEA. Performing live and with music software programmes, classical to contemporary styles are used. With harmony knowledge gained and aural skills discovered, full musicianship is developed well.

## Visual Art

Visual communication is one of the most essential ways of communicating and interpreting our identity as individuals, groups, or communities and how we interact with each other, the group, or the community and world we live in. By engaging in the Visual Arts, students learn

to express their thoughts, ideas, and actions in the development and creation of visual art works. Through studying and making art works, students respond to and make sense of themselves and their community, their society, and the world in new and different ways. Students become reflective thinkers within the creative process, able to formulate problems and apply inquiry to generate new knowledge and or understandings.

**Years 7 – 9:** Students are introduced to a wide range of artistic practices and mediums, which helps them develop a strong foundation in both technical skills and creative expression. At this level, students explore drawing, painting, sculpture, printmaking, and digital media, allowing them to experiment with various techniques and materials. The importance of art at this stage lies in its ability to foster critical thinking, creativity, and self-expression, while also enhancing students' understanding of the world around them. Students study and analyse various artistic influences, gaining insight into different artistic movements, cultural contexts, and the work of established artists. This exploration encourages them to refine their visual language, develop personal artistic styles, and communicate their ideas effectively through multiple mediums.

**Years 10 – 13:** At this level Visual Art becomes an optional subject, providing students with the opportunity to specialize and refine their artistic skills in various fields.

In Years 12 and 13, students have the option to specialize in one or more of the subjects: painting, design and digital photography





# LINDISFARNE COLLEGE

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