

# UPPER HUTT COLLEGE



## COURSE SELECTION HANDBOOK 2025 YEAR 10

*Upper Hutt College is a community, passionate about learning, that encourages pride, participation and excellence.*

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# YEAR 10 2025

In 2025 all Year 10 students will study the following programme:

English	4 hours each week
Health	1 hour each week
Mathematics	4 hours each week
Phys Ed	2 hours each week
Science	4 hours each week
Social Studies	4 hours each week
Option 1	3 hours each week
Option 2	3 hours each week

## Foundation Skills

This course operates within the options structure. Students will be directed into this course. It offers extra Numeracy or Literacy support for one term.

Options can be selected from the following:

- Art (ART) (prerequisite for Year 11 Art)
- Athlete Development Programme (ADP)
- Creative Media and Design (CMD)
- Commerce (CMM)
- Dance (DAN)
- Drama (DRM)
- Food Technology (FOT)
- Geography (GEO)
- History (HIS)
- Design and Visual Communication (DVC) (prerequisite for Year 11 DVC)
- Digital Technologies (DGT) (prerequisite for Year 11 Digital Technologies)
- Japanese (JPN) (prerequisite for Year 11 Japanese)
- Te Reo Māori (MAO) (prerequisite for Year 11 Māori)
- Hard Materials Technology (HMT) (prerequisite for Year 11 Mechanical Engineering & Building & Construction)
- Music (MUS) (prerequisite for Year 11 Music)
- Textiles (TET)

Please note that subjects will operate depending on sufficient student numbers and staff availability

Remember, when you choose your options take the time to think about:

- Your future career and subject prerequisites. Check out the UHC careers website <https://upperhutt.careerwise.school/>
- Where your option goes in the senior school
- Your passion and strengths. Which subjects will help you use these strengths to your best advantage.
- If you have no idea about future careers/courses/plans, then plan a course that keeps your options open.

## UPPER HUTT COLLEGE SUBJECT STRUCTURE

	YEAR 10	YEAR 11	YEAR 12	YEAR 13
ENGLISH	<b>ENGLISH</b>	<b>ENGLISH 101 ENGLISH 102 ENGLISH 103 or EAP</b>	<b>ENGLISH 201 ENGLISH 202 ENGLISH 203 or EAP</b>	ENGLISH 301 ENGLISH 302 ENGLISH 303
LANGUAGES	JAPANESE MAORI	JAPANESE MAORI	JAPANESE MAORI	JAPANESE MAORI
MATH	<b>MATHEMATICS</b>	<b>MATHEMATICS 101 or MATHEMATICS 102 or MATHEMATICS 103</b>	MATHEMATICS 201 or MATHEMATICS 202 or MATHEMATICS 203	CALCULUS 301 STATISTICS 302 INTERNAL MATHEMATICS 303
SCIENCE	<b>SCIENCE</b>	<b>GENERAL SCIENCE 101 SCIENCE 102</b>	PHYSICS CHEMISTRY BIOLOGY	PHYSICS CHEMISTRY BIOLOGY
SOCIAL SCIENCES	<b>SOCIAL STUDIES</b> GEOGRAPHY HISTORY	GEOGRAPHY HISTORY	GEOGRAPHY HISTORY TOURISM	GEOGRAPHY HISTORY TOURISM CLASSICAL STUDIES
	COMMERCE	COMMERCE	COMMERCE BUSINESS STUDIES FINANCIAL LITERACY	COMMERCE BUSINESS STUDIES
PHYS - ED / HEALTH	<b>PHYSICAL EDUCATION HEALTH</b> ADP	PHYSICAL EDUCATION 101 or PHYSICAL EDUCATION 102 HEALTH ADP 101	PHYSICAL EDUCATION or SPORTS LEADERSHIP ADVENTURE EDUCATION HEALTH	PHYSICAL EDUCATION or SPORTS PERFORMANCE ADVENTURE EDUCATION COMMUNITY SPORTS LEADERSHIP HEALTH
ARTS	ART	ART PAINTING   DESIGN	ART PAINTING ART DESIGN ART DIGITAL PHOTOGRAPHY	ART PAINTING ART DESIGN ART DIGITAL PHOTOGRAPHY
	DANCE CREATIVE MEDIA & DESIGN DRAMA	DANCE DRAMA	DANCE DRAMA MEDIA STUDIES	DANCE DRAMA MEDIA STUDIES
	MUSIC	MUSIC	MUSIC	MUSIC
TECHNOLOGY	DIGITAL TECHNOLOGY	DIGITAL TECHNOLOGY 101 or DIGITAL TECHNOLOGY 102	DIGITAL TECHNOLOGY 201 COMPUTING 201	DIGITAL TECHNOLOGY
	FOOD TECHNOLOGY	HOSPITALITY & CATERING	HOSPITALITY & CATERING	HOSPITALITY & CATERING
	TEXTILES TECHNOLOGY	TEXTILES	TEXTILES	TEXTILES
	DESIGN & VISUAL COMMUNICATION (DVC)	DESIGN & VISUAL COMMUNICATION (DVC)	DESIGN & VISUAL COMMUNICATION (DVC)	DESIGN & VISUAL COMMUNICATION (DVC)
	HARD MATERIALS TECHNOLOGY	MECHANICAL ENGINEERING	MECHANICAL ENGINEERING	MECHANICAL ENGINEERING
BUILDING & CONSTRUCTION		BUILDING & CONSTRUCTION	BUILDING & CONSTRUCTION	BUILDING & CONSTRUCTION
PATHWAYS	FOUNDATION SKILLS	PATHWAYS	PATHWAYS RETAILING GATEWAY FUTURE PATHWAYS	PATHWAYS RETAILING GATEWAY

**BOLD PRINT/yellow highlighted = COMPULSORY SUBJECTS**

**NOTE: STUDENTS CANNOT TAKE MORE THAN TWO PE BASED COURSES IN ONE YEAR**

# ART

Head of Department: Shannon-Mae Read

## Introduction

Students are given a platform to explore the work of New Zealand and International artists in order to develop their visual literacy, critical thinking skills and to inform their art making practice.

## Prerequisite

Open entry - however a good level of achievement and participation in Year 9 Art is an advantage.

## Description:

Students are given opportunities to explore established art practice within a range of art making contexts. They explore a variety of art processes, conventions and techniques in order to learn to communicate their creative ideas with purpose.

We aim for our students to develop strong self-management abilities and critical thinking skills in preparation for senior Art speciality subjects.

The Year 10 Art course readies students for Visual Arts in Year 11. Completing this course further prepares students for specialist Art subjects in Years 12 and 13; Photography, Painting, and Design which are university entrance approved subjects. The senior courses also provide a foundation for further studies in Creative Arts, Digital Photography, Design at tertiary level.

## Careers that Art can lead to:

- Product Design
- Landscape
- Architecture
- Animation
- Museum or Gallery Management
- Interior Design
- Architecture
- App. Design
- Photography
- Artist
- Advertising
- Graphic Design
- Illustration
- Film and Television
- Art Education
- Art Historian

Students are encouraged to experiment with media and processes in:

**Drawing    Painting    Mixed Media    Design    Printmaking    Sculpture    Photography**



# ATHLETE DEVELOPMENT PROGRAMME (ADP)

Teacher in charge: Mr Berkeley

## Description

This programme looks to enhance students' overall well-being as an athlete through sport. Students will participate in a skills and conditioning programme, and receive high-quality coaching lessons. They will also complete theory lessons which will improve and develop not only their practical skills but also their understanding of how to look after their bodies and train properly. The theory lessons are based around sport-related studies and include such topics as skills analysis, goal setting, sports psychology, injury prevention, and diet and nutrition.

## Entry Requirements

Year 9 students must currently be playing one of the following sports for UHC:

- Football
- Netball
- Rugby
- Basketball

Students will be selected based on the following: (selection will take place in Term 3 of 2024)

- Participation in trials and Completion of generic fitness testing
- Recommendations from their current coach
- Consultation with year level Dean
- TiC and Director of Sport Discretion

## Assessment

Year 10 Certificate of Achievement marks will be based on a combination of written and practical assessments.

## Who can I talk to about this course?

TiC – Mr Berkeley or Director of Sport – Chris Campbell

## Where does this lead?

Year 11 Athlete Development Programme  
Year 11 PED and Year 11 Health



# COMMERCE

Teacher in charge: Julie Sayers

If you study Commerce at Upper Hutt College you will be studying parts of Economics, Accounting and Business Studies.

Commerce in the school curriculum aims to teach students essential thinking, decision making investigative and statistical skills as they relate to Business, Economics and Accounting. These skills are of primary importance to our young people as NZ is a country built on small businesses.

**Prerequisite:** None

NZ is a nation of enterprising people; we have climbed the biggest mountains before anyone else, entertained the masses with our epic trilogies and can count ourselves amongst the most enterprising business people in the world.

Do you want to learn about why this is?

Do you want to learn essential skills in Business, Economics and Accounting? Do you want to set up your own business one day?

**If you do, then Commerce is for you.**

Richard Branson started his first business at secondary school and look where he is today!

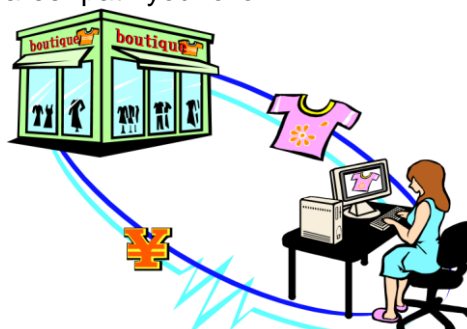
Topics that we will cover in Year 10 could include, but are not limited to:

- Simulated Business Activity that includes Market Day/Business Plans/Marketing/Financial planning
- Accounting – how a business manages its money to make a profit including the mistakes new business owners make
- Saving and Budgeting - why consumers need to budget, the problems associated with spending more than we earn, why we should save now rather than later.
- Enterprising people – am I one?
- Consumer Law – what are my rights as a consumer?
- Careers – What do jobs in Business look like?
- Economics – how do people make purchasing decisions? What influences these decisions?

The skills you require as a student of Commerce are a can-do attitude and a desire to make things happen through full and energetic participation in the economic world around you.

In return we as teachers will help you to develop the qualities needed to be an enterprising person who has the ability to tackle problems, persevere, take initiative and be flexible.

Commerce encourages students to develop a positive vision of their future as a student and practitioner of Commerce and Business. It is intended to take you on to study Commerce and Financial Literacy in the senior school and towards a career in business or as an accountant or economist. The skills you will learn will be valuable to you later in life no matter what career path you follow!





# CREATIVE MEDIA AND DESIGN

Head of Department: Zondree Pierre

## Introduction

Creative Media and Design is a subject that combines elements of art, computing, design, filmmaking and media studies. It involves using digital technology to explore new forms of creative expression.

## Prerequisite

There are no entry requirements for this course.

## Description

Students who choose Creative Media and Design will have the opportunity to explore some of the following areas:

- Digital Imaging
- Graphic Design
- Design and design principles
- Filmmaking
- Animation and motion graphics

Students who take this course will develop strong self-management abilities, problem solving, collaboration, creative design and critical thinking.

## Pathway

Creative Media and Design will develop skills that will prepare students for Year 12 and 13 Photography, Media Studies and Design.

Digital Media and Design is a massive growth area that has many pathways in tertiary study and careers.

### Careers related to this course include:

Graphic design  
Online content manager  
Social media specialist  
User experience (UX) designer  
Video editor  
Filmmaking

Web development  
Brand strategist  
Motion graphics designer  
Audio specialist  
Illustrator  
Digital Art





# DANCE

Teacher in Charge: Donna Devaroe

## Introduction

Year 10 Dance continues on from Year 9 Dance where students learnt the Elements of Space, Time, Energy, Relationships and Body Awareness. At the end of Year 9 students are working at level three of the New Zealand Arts Dance Curriculum and in Year 10 they are working towards achieving at level five to six by the end of the year.

The course is divided into three sections: technical, curriculum level work and practical dance. Students will be encouraged to undertake solo, duet and group choreographed pieces and will be building up their knowledge of different dance styles.

## Prerequisite

While it is not compulsory that the student has completed Dance in Year 9, it is preferable. A student who wishes to enter Dance at Year 10 must be willing to study hard in order to learn all the terminology and choreographic structures that those students who did Year 9 Dance already know. Students entering Year 10 Dance would be most likely looking at continuing with it as an NCEA subject. Students need not have learnt any dance outside of school in order to do well in this subject.

## Description

The course is divided into three sections: technical, curriculum level work and practical dance. In the technical sessions the students are challenged to increase their cardio, strength and flexibility to order to improve their overall dance technique. Also included in these sessions are lessons on Hip Hop, Contemporary, Pasifika dance styles and American Jazz technique.

In the level work sessions, we focus on developing both a written and practical working knowledge of the New Zealand Dance Curriculum. Students are taught terminology and choreographic technique in order to prepare them to enter NCEA Level 1 Dance the following year.

The practical lessons are dedicated to learning a dance to a specific style of dance whether it be jazz, contemporary, hip hop or a fusion of a few different styles.

There may be opportunities for junior students to attend a live dance performance such as The Royal New Ballet when they tour and this will be at a reduced cost for matinee performances.



# DRAMA

Teacher in Charge: Jason Towersey

## Introduction

Drama is a subject that involves understanding, creating and performing plays. It fosters self-expression, confidence and co-operation.

## Prerequisite

There are no entry requirements for this course.

## Description

Students who choose Year 10 Drama will have the opportunity to explore some of the following areas:

- Acting out scenes and whole plays using scripts
- Devising plays in small groups
- Learning about different types of theatre
- Learning how to produce a short play for an audience

Students who take this course will work closely with their classmates to create a number of short performances. They will develop their ability to think creatively and present themselves confidently in front of others, as well as develop their overall understanding of acting and theatre.

## Pathway

Year 10 Drama will develop skills that will prepare students for Senior Drama.

Drama is a subject area that provides skills that feed into many careers and tertiary studies.

**Careers related to this course include:**

Acting

Directing

Lighting/Sound Technician

Journalism

Events Management

Broadcasting

Teaching





# HISTORY

Head of Department: Julie Sayers

## Introduction

History can be picked up at any level without having studied the previous year's course as long as you meet the prerequisites.

**There are many excellent reasons why taking History is a good idea:** You will understand more about why our world is the way it is today. After all, you can't know who you are or where you may be heading, if you do not know your past.

- History is made up of many fascinating characters and stories.
- History extends your critical and creative thinking skills.
- You will learn to interpret historical information from a range of sources.
- You will develop your inquiry skills by learning how to gather information; how to select what information is relevant and how to organise the information with a variety of note-making techniques.
- You will learn how to process information, how to tell the difference between fact and opinion and how to recognise different points of view, bias and propaganda.
- You will learn how to present and communicate your information in a variety of formats. You will learn how to write accurately, logically and effectively.

## Careers that History can lead to:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Journalist                    | <input type="checkbox"/> Diplomat                    | <input type="checkbox"/> Lawyer                       |
| <input type="checkbox"/> Architect                     | <input type="checkbox"/> Publisher                   | <input type="checkbox"/> Teacher                      |
| <input type="checkbox"/> Museum / Art Gallery Curator  | <input type="checkbox"/> Town Planner                | <input type="checkbox"/> University Lecturer          |
| <input type="checkbox"/> Author                        | <input type="checkbox"/> Librarian                   | <input type="checkbox"/> Archivist                    |
| <input type="checkbox"/> Anthropologist                | <input type="checkbox"/> Archaeologist               | <input type="checkbox"/> Art Conservator              |
| <input type="checkbox"/> Researcher                    | <input type="checkbox"/> Policy Analyst              | <input type="checkbox"/> Manager                      |
| <input type="checkbox"/> United Nations Advisor        | <input type="checkbox"/> Officer in the Armed Forces | <input type="checkbox"/> Web Designer                 |
| <input type="checkbox"/> Games/Animation Designer      | <input type="checkbox"/> Film Director / Producer    | <input type="checkbox"/> Television & Radio Writer    |
| <input type="checkbox"/> Television & Radio Researcher | <input type="checkbox"/> Television & Radio Director | <input type="checkbox"/> Television & Radio Presenter |

**Prerequisite:** None.

**Description:** Topics to be studied are:

### Conspiracy Theories

Undertake an investigation of conspiracy theories, how they work and why people believe in them. Choose a theory to investigate – did the moon walk really happen? was Princess Diana's death really an accident?

### Aotearoa – Trials and Tribulations

Learn about some events that have shaped NZ's history including protests, disasters and infamous crimes. Consider what made them significant and look at how they impacted NZ society. Conduct an inquiry into an event of your choice.

### Tudor England

Journey back in time to meet the larger-than-life Tudor monarchs from Henry VII to Elizabeth I. We learn about the wars, plots to overthrow the Crown, family dramas, religious struggles and difficult marriages that characterise this important period of history.

### World War One

Learn about New Zealand's involvement in this global conflict that took place on the other side of the world. Take a field trip to visit the Pukeahu War Memorial and Te Papa's Great War exhibition and uncover the stories of ordinary New Zealanders' experiences both at home and on the battlefields.

**Assessment:** For each topic there will be range of activities to be completed. These will include projects and research inquiries.

**Leads to:** Senior History at Year 11, 12 and 13



# LANGUAGES

Head of Department: Kath Barr

Languages are optional at all levels. It is not possible to take a language in the senior school if you have never studied it before. The longer you continue to learn a language the more fluent you will become and the more useful it will be for your future.

## Why learn another language?

### Economic benefits

- The cross-cultural and communicative competence coming from language learning will be an advantage for those of you who go on to study or work overseas, where competition for jobs is more fierce
- Students who develop some proficiency in a different language will be able to play a role in local tourism and growing New Zealand's export business

### Learning benefits

- Learning a language gives you a better understanding and practical grasp of your first language
- There are cognitive benefits that come from learning languages – learning a language will help with your study in other Learning Areas
- You will experience the huge personal satisfaction and fun of being able to communicate in another language

### Culture and identity benefits

- Learning a language gives you an understanding of another culture and of a different worldview. It allows you to learn how to be outside your cultural 'comfort zone' and to develop positive attitudes to difference
- You will also become more aware of your own worldviews and cultural identity

### Social and societal benefits

- Learning a language helps you to learn the Key Competencies of Relating to Others and Managing Self, as well as giving you the confidence to make mistakes and take risks
- Cross-cultural skills will be necessary for all New Zealanders as our country continues to diversify culturally and we welcome increasing numbers of tourists, students and migrants from other countries.



**Entry requirements:**

- Successful completion of Year 9 Japanese or Head of Department discretion

**Description:**

What will I learn? Topics to be studied include:

- Me and my family
- Describing people and pets
- My day
- School life
- Going places
- Fashion
- Hobbies
- Weather and travel



Students will also be building on language skills and vocabulary from Year 9, and experiencing cultural festivals and traditions through the above language topics

**Who can I talk to about this course?** Nonomura Sensei

**Where does this lead?** Year 11 Japanese

Can aid travel and lead to an interesting career. Japanese speakers can be found in government departments, media, tourism, teaching, scientific research and law.

**Assessment:**

Year 10 Certificate of Achievement marks are derived from oral interaction, memorised speeches – which can be videoed, a writing portfolio of your best work and reading and listening tasks.



# Te Reo Maori

Teacher in Charge: Matua Callan Melaugh

**Prerequisite:** Year 9 Maori or permission from Teacher in Charge.

## Description: What will I learn?

- to understand spoken Maori with more confidence
- to develop reading, writing and speaking skills
- to understand more about Tikanga
- to gain a deeper appreciation of yourself

## How will I learn?

- through active practice of words in the classroom
- through activities in and outside the classroom
- through Te Reo Maori me ona Tikanga
- through reading short stories and legends

## What careers are available for Te Reo?

- Government Departments
- Business and Management
- Financial Services
- Computing
- Arts and Crafts
- Education and Law
- Media
- Agriculture, Forest and Fisheries





# MUSIC

Head of Department: Ofisa Taeao

## Introduction

Music is an activity which all people can be involved in, no matter how young or how old. Involvement in music can be divided into three areas:

- Create
- Re-create and
- Appreciate

**Create** involves exploring, experimenting, improvising, arranging and composing music.

**Re-create** involves performing music of all kinds, in a group situation or solo, including the re-creation of students' creative efforts.

**Appreciate** involves developing the ability to identify, describe, classify, compare and analyse, in order to understand and value music, as well as respecting quality in music creation and re-creation. No matter what kind of music you like personally, learning more about different styles of music is a really important part of becoming a musician. Many famous pop and rock stars had a formal music education.

Music is something you can create, re-create and appreciate for the rest of your life.

**Subject: Year 10 Music**

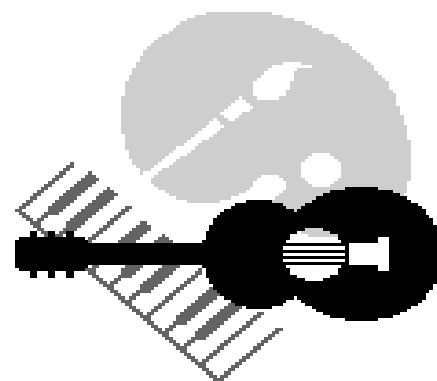
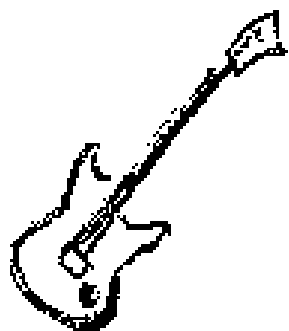
**10MUS**

**Prerequisite:** Year 9 Music or an equivalent music experience

**Description:** Areas of music covered include:

- **Theory**  
How music is notated on paper and constructed in a variety of ways
- **Composition**  
Learning to create and write down your own compositions or melodies using different technology
- **Listening and Appreciation**  
Many different styles from different cultures and times, including early music, classical music, blues, jazz, and rock. Learning how the different music styles developed and about the instruments used.
- **Performance**  
Performing music individually on the student's own instrument, and in groups. Each student should be taking lessons in their vocal or chosen instrument either privately or through the school's instrumental and vocal tuition scheme. If students wish to continue with Music to NCEA Level One they must show technical skill equivalent to 3 years tuition.

Students are expected to participate in school musical activities in particular music groups.



# TECHNOLOGY

Head of Department: Grant Miles

**Subject: Year 10 Design and Visual Communication – (DVC) 10DVC**

**Prerequisite:** While having completed Year 9 DVC is an advantage it is not a prerequisite for Year 10 DVC

**Description:** Knowledge and skills established at Year 9 will be built upon in Year 10. The use of freehand drawing to develop design ideas will be increased.

Students will learn to interpret drawings and communicate information in appropriate graphic form using current conventions and standard practice. The students will also develop a sound working knowledge of drawing equipment, materials and general practice.

Students will learn to solve simple design problems and evaluate solutions in terms of how well they have met the requirements of the brief or instructions. The students will also further increase their knowledge in how they can present information through the use of graphics techniques.



**Subject: Year 10 Digital Technology 10DGT**

**Prerequisite:** This course is open to all students.

**Description:** By the day our world is becoming more digital. People use digital devices to communicate with friends, play games, work and learn. Students need to have the skills for careers, living and enjoying the digital future. The year 10 course will build digital literacy skills from the Year 9 foundation, opening new and exciting learning opportunities. The course is designed around modules that cover topics such as:

- Programming with Scratch
- Word and Publishing
- Communicating with the Internet and Google Apps/ Cloud Usage
- Creating websites in HTML
- Robotics
- Concepts of how digital devices work
- Using computers and managing storage devices and files



You will complete the above modules and be assessed on the completion of each module.

The benefits gained from this course are:

- Lifelong digital, computer and information skills
- Skills for life in the 21<sup>st</sup> century
- Skills useful for other subjects and assignments
- Digital skills will lead to future career opportunities.

**Prerequisite:** While having completed Year 9 Hard Materials is an advantage it is not a prerequisite for Year 10 Hard Materials

**Description:** Year 10 Hard Materials Technology is a course that prepares students for success in Materials Technology, Building Construction and Mechanical Engineering at Level 1.

Students taking this subject will develop the skills and knowledge needed to allow the successful working of wood, metal and a range of other materials at this level. Starting from a design brief each student will develop an individual outcome achieved through research, the consideration of design specifications including the available materials, design development, the construction and evaluation of the final project. Students will be taught the relevant skills and knowledge needed to ensure a successful project is the outcome. Students will also complete some projects aimed at skills development where they will work directly from plans.



**Assessment:** Is based on the successful completion of both the theoretical and practical components of the course.

**Introduction:** Year 10 Food Technology is a foundation course designed to equip students for NCEA Level 1 Health Studies (with a Foods focus) or Processing Technology or Hospitality and Catering. In this course, students learn a range of healthy eating strategies and topical food related issues affecting New Zealanders and the technological process.

Students will develop confidence to prepare a range of recipes. Our focus is generally on healthy food.

**Prerequisite:** Students must be able to demonstrate safe and hygienic work practices throughout the year and be able to work cooperatively with others in a team.

**Description:** Lessons are a combination of theory and practical work. Regular homework is set.

Topics covered may include: -

- Cooking Literacy skills
- Nutrition, wellbeing and food choices
- Food and sustainability
- Developing a food product with a festival foods focus
- Food Science – when chemistry and cooking collide
- Serve Non- Alcoholic Beverages in the Hospitality Industry – NCEA Level 1 Unit standard (3 credits)



**Introduction:** Students develop their skill and competency with using a sewing machine and over-locker. They develop research and design skills and, in consultation with the teacher, design and create textiles items for themselves or others with a strong focus on sustainability (kaitiakitanga) and sustainable practises.

The course is made up of practical and theory sessions. When making their own garments to take home the students are required to supply their own materials. For assessment purposes low quality material can be provided by the school.

This is a strong starting point for anyone interested in anything in these fields: -

- Fashion Designer
- Graphic artist
- Textile Designer
- Marketing
- Teaching
- Machinists
- Pattern Cutters
- Computer Aided Design
- Interior Design

**Prerequisite:** Desirable to have completed Year 9 Textiles but not compulsory.

**Description:** Course outline:

- Design development, personal logos for screen printing on projects and the sewing refresh project
- Pyjamas inspired by Peter Alexander
- Hoodie project
- Patchwork and quilting a laptop / tablet case



This course is for students who are creative and are interested in textile design, construction & fashion, and prepares students for success in Textiles Material Technology in Year 11.

