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| Experience | Level 5  Year 9-10 | Level 6  Years 11 | Level 7  Years 12 | Level 8  Year 13 |
| Cultural Engagement  **Whakapapa-Connect**  **Meet your guide and begin your journey in the footsteps of Kupe. On the way to Manea, your guide will share stories of our ancestors and the ancient realms of Kupe, told through carvings and the surrounding land. Deepen your understanding of Māori customs and our dynamic connections to the natural and spiritual world. Following this schools will then be warmly welcomed by pōwhiri.**  **Main Topics**  -Ranginui and Papatu**ā**nuku  -Carving  -Powhiri  -Karakia  -Mihimihi  -Waiata  -Protocols  -Story Telling  -Te Reo M**ā**ori | **Social Sciences**  \*Understand how cultural interaction impacts on cultures and societies.  \*Understand how the ideas and actions of people in the past have had a significant impact on people’s lives.  **Learning Languages- Te Reo** M**ā**ori  Participating and contributing in communities  Communicate appropriately in different situations.  \*Understand ways in which the target culture is organised for different purposes.  **Health and Wellbeing**  **Healthy communities and Environments**  Investigate community services that support and promote people’s well-being and take action to promote personal and group involvement. | **Social Sciences/History**  \*Understand how the causes and consequences of past events that are of significance to New Zealanders shape the lives of people and society.  \*Understand how people’s perspectives on past events that are of significance to New Zealanders differ.  **Learning Languages – Te Reo** M**ā**ori  Participating and contributing in communities  Communicate appropriately in different situations.  \*Understand ways in which the target culture is organised for different purposes.    **Health and Wellbeing**  **Healthy communities and Environments**  Analyse societal influences that shape community health goals and physical activity patterns. | **Social Sciences/History**  \*Understand how historical forces and movements have influenced the causes and consequences of events of significance to New Zealanders.  \*Understand how people’s interpretations of events that are of significance to New Zealanders differ.  **Learning Languages- Te Reo** M**ā**ori  Participating and contributing in communities  Engage in sustained interaction and produce extended text.  \*Analyse ways in which the target culture is organised for different purposes and for different audiences. Analyse how the use of target language expresses cultural meanings.  **Health and Wellbeing**  **Healthy communities and Environments**  Analyse the nature and benefits of meaningful interpersonal relationships. | **Social Studies**  \*Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.  **Learning Languages – Te Reo** M**ā**ori  Participating and contributing in communities  Engage in sustained interaction and produce extended text.  Analyse ways in which the target culture is organised for different purposes and for different audiences.  Analyse how the use of target language expresses cultural meanings.  **Health and Wellbeing**  **Movement Concepts and Motor Skills**  Devise and apply strategies to ensure that social and cultural needs are met in personal and group physical activities. |
| 4D Theatre Presentation  **Ruku-Immerse**    **You now enter the Manea theatre, where a 20-minute 4D-digital extravaganza and live performance immerses you in a full sensory recreation of the rich and vibrant world of the intrepid adventures of Kupe. You appreciate in a new way the extraordinary feats of our ancestors’ ocean voyaging**.  Main Topics  -History  -Animation  -Sound effects  -Visual effects  -Senses | **Visual Arts**  \*Investigate and consider the relationship between the production of art works and their contexts and influences.  **Dance**  \*Compare and contrast dances from a variety of past and present cultures and contexts.  **Drama**  \*Investigate the characteristics, purposes, and function of drama in a range of contexts.  **Music**  \*Compare and contrast the characteristics of music associated with a range of sound environments, in relation to historical, social, and cultural contexts. | **Visual Arts**  \*Investigate and analyse the relationship between the production of art works and the contexts in which they are made, viewed, and valued.  **Dance**  \*Explore, investigate, and describe the features and backgrounds of a variety of dance genres and styles.  **Drama**  \*Investigate the forms and purposes of drama in different historical or contemporary contexts, including New Zealand drama.  **Music**  \*Analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts. | **Visual Arts**  \*Research and analyse the influences of contexts on the characteristics and production of art works.  **Dance**  \*Investigate and evaluate the effects of individual, social, cultural, and technological influences on the development of a variety of dance genres and styles.  **Drama**  \*Explore how drama reflects our cultural diversity.  **Music**  \*Research and analyse music from a range of sound environments, styles, and genres, in relation to historical, social, and cultural contexts, considering the impact on music making and production. | **Visual Arts**  \*Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works.  **Dance**  \*Investigate, analyse, and discuss the features, history, issues, and development of dance in New Zealand, including the contribution of selected individuals and groups.  **Drama**  \*Research, analyse, and critically evaluate how drama, including New Zealand drama, interprets, records, or challenges social and cultural discourse.  **Music**  \*Research, analyse, and evaluate the production and presentation of music works from historical, social, and cultural contexts. |
| Interactive Gallery  **Toro-Interact**    **From the theatre, your guide will lead you outside to absorb the full significance of the Hokianga harbour and our story. This was not only where Kupe made his home, but also his final departure point from this land. Some historical sites connected to Kupe will be pointed out.**    **Schools can then continue the journey of discovery at their leisure in the Footprints of Kupe Interactive Gallery, where digital stations reveal more of our ancestor’s stories.**  Main topics  -History  -Exploration  -Hokianga events  -Connections | **Social Sciences**  \*Understand how cultural interaction impacts on cultures and societies.  \*Understand that people move between places and how this has consequences for the people and the places.  **Listening Reading and Viewing**  **Speaking, Writing and Presenting**  \*Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.  **Technology**  **Technological Knowledge/Products**  \*Understand how materials are selected, based on desired performance criteria. | **Social Sciences/Geography**  \* Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.  **Listening Reading and Viewing**  **Speaking, Writing and Presenting**  \*Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.  **Technology**  **Technological Knowledge/Products**  \* Understand how materials are formed, manipulated, and transformed in different ways, depending on their properties, and understand the role of material evaluation in determining suitability for use in product development. | **Social Studies/Geography**  \*Understand how the processes that shape natural and cultural environments change over time, vary in scale and from place to place, and create spatial patterns.  \*Understand how people’s perceptions of and interactions with natural and cultural environments differ and have changed over time.  **Listening Reading and Viewing**  **Speaking, Writing and Presenting**  \*Integrate sources of information, processes, and strategies purposefully and confidently to identify, form, and express increasingly sophisticated ideas.  **Technology**  **Technological Knowledge/Products**  \*Understand the concepts and processes employed in materials evaluation and the implications of these for design, development, maintenance, and disposal of technological products. | **Social Sciences/History**  \*Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested.  **Listening Reading and Viewing**  **Speaking, Writing and Presenting**  \*Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.  **Technology**  **Technological knowledge/Products**  \*Understand operational parameters and their role in the design, development, and maintenance of technological systems. |
| **NZ Key Competencies** | **Thinking**  **Using language, symbols and texts** **Managing self** **Relating to others** **Participating and contributing**  All key competencies are covered through the rich learning experiences provided. | | | |
| **NZ Curriculum Values** | **Excellence, Innovation, Inquiry and Curiosity, Diversity, Equity, Community and Participation, Integrity**  **Ecological Sustainability / Kaitiakitanga – respect & responsibility for self, for others and for the environment**  The development of these competencies and values enables life-long learning and are promoted during the visit to Manea. | | | |