

Trinity Bay State High School

Course Planner

Year 7 Dance – Introduction To Dance

Trinity Bay SHS
 26 – 62 Hoare Street
 Manunda, CAIRNS 4870
 PO Box 5071
 Ph. 40375 222
 www.trinitybayshs.eq.edu.au

Teacher:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Introduction to Dance <ul style="list-style-type: none"> • Introduction to the unit - background and context • Establish classroom procedures • Why do we warm up? Stretching and cardiovascular activity. • Questioning activity: How has Dance been a part of your upbringing? Is Dance important to you culturally or socially? • <i>Getting to Know You</i> games and activities 	
Week 2	Introduction to Salsa <ul style="list-style-type: none"> • Introduction to the style and history of Salsa. Watch examples on film. • Learn basic Salsa routine • Start a Dance Glossary, defining UNISON, CONTRAST and CANON. • Apply UNISON, CONTRAST and CANON in class Salsa routine 	
Week 3	Salsa <ul style="list-style-type: none"> • Continue learning and polishing Salsa routine, focusing on technical and expressive skills. • Consolidate UNISON, CONTRAST and CANON within Salsa routine 	
Week 4	Body Percussion <ul style="list-style-type: none"> • Introduction to the style of Body Percussion. Watch examples on film. • Begin learn Body Percussion routine • Add following words to Dance Glossary: FORMATION and FREEZE-FRAME • Revise Salsa routine to keep it in memory 	
Week 5	Body Percussion <ul style="list-style-type: none"> • Continue learning and polishing Body Percussion routine, focusing on application of technical and expressive skills • Consolidate FORMATION and FREEZE-FRAME by applying these choreographic devices to the teacher-devised routine in groups. • Revise Salsa routine to keep it in memory 	
Week 6	Hip Hop <ul style="list-style-type: none"> • Introduction to the style of Hip Hop. Watch examples on film. Start learning Hip Hop routine focusing on applying technical and expressive skills • Add following words to Dance Glossary: LEVELS and LOCOMOTOR & NON-LOCOMOTOR MOVEMENT • Revise Salsa and Body Percussion routines to keep them in memory 	
Week 7	Hip Hop <ul style="list-style-type: none"> • Continue learning and polishing Hip Hop routine, focusing on application of technical and expressive skills • Consolidate LEVELS, LOCOMOTOR & NON-LOCOMOTOR MOVEMENT by applying these choreographic devices to the teacher-devised routine in groups. • Revise Salsa and Body Percussion routines to keep them in memory • Teacher facilitates first 'show and share' performance in front of the class, focusing on audience etiquette and expressive skills. 	
Week 8	Preparation for Performance Task <ul style="list-style-type: none"> • Students participate in formative pop quiz • Students participate in draft performance and receive feedback. • A-Exemplar/C-Exemplar given and analysed where appropriate. • Focus on Technical and Expressive Skills 	Formative Pop Quiz
Week 9	Performance Task <ul style="list-style-type: none"> • Students finalise the rehearsal process and participate in assessment performance for live audience of classmates • Students review results on formative pop quiz 	Summative Performance
Week 10	Reflection <ul style="list-style-type: none"> • Students review performance on film and reflect on strengths and areas of development. Students receive overall achievement mark. • Assessment catch-up time 	

Trinity Bay State High School

Course Planner Term 1 / 2 / 3 / 4

Year 7 Drama

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Class: 7 Drama

Teacher:

Week	Curriculum Intent		Formative Tasks & Summative Assessment
Week 1	Introduction to Drama <ul style="list-style-type: none"> • What is Drama? • Expectations • Getting to know you / collaboration games 	Introduction to Drama <ul style="list-style-type: none"> • Getting to know you / collaboration games • Freeze frames 	
Week 2	Elements of Drama <ul style="list-style-type: none"> • Parts of a role: walk, talk, react + status, purpose, attitude 	Elements of Drama <ul style="list-style-type: none"> • Relationships between roles • Revise taking on role 	
Week 3	Elements of Drama <ul style="list-style-type: none"> • Focus • Using elements & freeze frame ending when creating 	Elements of Drama <ul style="list-style-type: none"> • Space • Using elements & freeze frame ending when creating 	
Week 4	Story Structure <ul style="list-style-type: none"> • Parts of a story • Construct a story that builds to a climax and shows a message • Use freeze frame ending 	Acting Skills with Elements <ul style="list-style-type: none"> • Use blank scripts to experiment with voice and movement skills • Using roles, relationships, space and focus when creating and showing 	
Week 5	Hero Story <ul style="list-style-type: none"> • Look at example hero stories to identify message and parts of the story. 	Hero Story <ul style="list-style-type: none"> • Work in group to create hero story • Show progress for feedback 	Formative Task Creating / Presenting
Week 6	Hero Story <ul style="list-style-type: none"> • Work in group to create hero story • Show progress for feedback 	Hero Story <ul style="list-style-type: none"> • Bring costumes or theatre blacks to show story • Watch recorded performance to reflect 	Formative Task Creating / Presenting DUE
Week 7	Introduction to Fairy tales <ul style="list-style-type: none"> • Identify the purpose of fairy tales. • Consider 'larger than life' roles. • Watch examples from films. 	Fairy tales <ul style="list-style-type: none"> • Fractured or 'fixed' fairy tales • Communicating messages or lessons through fairy tales. 	
Week 8	Fairy tales <ul style="list-style-type: none"> • Identify expectations for assessment. • Form groups • Complete key moments planning 	Fairy tales <ul style="list-style-type: none"> • Create 2 min performance of fairy tale • Show progress for feedback 	Summative Assessment: Creating / Presenting
Week 9	Fairy tales <ul style="list-style-type: none"> • Create 2 min performance of fairy tale • Show progress for feedback 	Fairy tales <ul style="list-style-type: none"> • Bring costumes or theatre blacks to show story 	Summative Assessment: Creating / Presenting DUE
Week 10	Reflection <ul style="list-style-type: none"> • View recorded performance • Complete reflection 	Reflection <ul style="list-style-type: none"> • Reflect and recap unit 	

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Course Planner

Year 7 Music 2025

Trinity Bay SHS
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Class: Yr 7 Music (MUS)

Teacher/s: Ms. Arad, Mr. Cadell

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Drum Kit & HIP HOP MUSIC <ul style="list-style-type: none"> • Expectations in the classroom • What is a Riff? • Drum Playing technique & parts of the drum kit • Reading drum notation • Aural – Rhythmic dictation • Hip Hop Music characteristics • Repertoire: Where is the Love – Rock Beat 	Information gathering quiz on QLearn
Week 2	Keyboard & REGGAE MUSIC <ul style="list-style-type: none"> • Treble clef notation • Accidentals • Aural – Rhythmic dictation • Keyboard technique & notes of the keyboard • Syncopation (feeling) • Reggae Music characteristics • Music Elements: Expressive devices, timbre, texture • Repertoire: Three Little Birds & No Other Love 	
Week 3	Bass Guitar & ROCK MUSIC <ul style="list-style-type: none"> • Bass tab notation • Bass Guitar technique & parts of the Bass Guitar • Aural – Rhythmic dictation • Triplets • Rock Music Characteristics • Repertoire: Seven Nation Army & Thunderstruck 	
Week 4	Electric Guitar & POP MUSIC <ul style="list-style-type: none"> • Guitar Tab notation • Guitar technique & Parts of the Guitar • Aural – Rhythmic dictation • Pop Music Characteristics • Repertoire: Shape of You & Love Yourself 	
Week 5	Own Choice Instrument & EDM <ul style="list-style-type: none"> • Specialise on chosen instrument • Aural – Rhythmic Notation • EDM Characteristics • Repertoire: Sail & Closer 	QLearn Quiz (Lesson 1) Terms & Definitions etc.
Week 6	Performance Task <ul style="list-style-type: none"> • Individual Practice on selected instrument & song • Aural – Rhythmic notation • QLEARN Analysis Quiz – timbre, expressive devices, texture 	TASK 1 Performance DUE QLearn Quiz – Analysis of a song using music elements and characteristics
Week 7	Ringtones, Music Elements & GarageBand Introduction <ul style="list-style-type: none"> • Introduction to Ringtones • Structure – Digital sequences, Timbre – Digital Sounds, Texture – thick/thin, Expressive Devices – loud/soft • General skills in GarageBand – loop browser, selecting a key, inputting & editing loops • Selecting & creating a drum track 	
Week 8	Melody <ul style="list-style-type: none"> • Selecting & creating 2 tracks - bass and melodic lines • Melody – Pentatonic/Major scale – “safe notes” 	
Week 9	Creating a Melody Line <ul style="list-style-type: none"> • Creating an original melodic line • Include dynamics & texture 	
Week 10	Composition Task <ul style="list-style-type: none"> • Checklist completion of task • Submit to QLearn GarageBand File • Review & Reflection 	Task 2 Composition DUE

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Year 8 Dance – Term A – *Just Dance*

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Teacher/s:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	<p><u>Introduction to Year 8 Dance</u></p> <ul style="list-style-type: none"> Classroom routines are made clear including entry to the Dance Room, bag racks, sitting in five lines, behaviour around touching mirrors, purple pole, chairs, costume rooms and Drama room door. Introduction to unit and question: How do performers and choreographers use technical and expressive skills to entertain an audience and show meaning What are technical skills? Teacher leads practical activities and movement sequences focusing on coordination, balance, control, strength, timing, body articulation and spatial awareness Students begin learning <i>Waka Waka</i> though <i>Just Dance</i>, focusing on technical skills 	
Week 2	<p><u>Expressive Skills</u></p> <ul style="list-style-type: none"> Class routines are solidified including entry to the Dance Room, bag racks, sitting in five lines, behaviour around touching mirrors, purple pole, costume rooms, chairs and Drama room door. Assessment task sheet presented by teacher, conditions and criteria explained Teacher leads revision of <i>Waka Waka</i> from Week 1, focusing on technical skills. What are expressive skills? Teacher continues teaching performance repertoire focusing on interpretive capabilities including focus, facial expression, body expression and musicality. 	
Week 3	<p><u>Draft performance</u></p> <ul style="list-style-type: none"> Teacher explicitly teaches and demonstrates audience etiquette before draft performances occur. Students perform <i>Waka Waka</i> to whole class or small audiences, focusing on applying technical and expressive skills. Teacher offers feedback Feedback is applied by students through continuing rehearsals 	
Week 4	<p><u>Assessment Due – Performance</u></p> <ul style="list-style-type: none"> Final rehearsals continue with focus on draft feedback Students perform <i>Waka Waka</i> to whole class or small audiences, focusing on applying technical and expressive skills. Students watch performances on film and participate in reflection. 	Performance Due
Week 5	<p><u>Making: Choreography</u></p> <ul style="list-style-type: none"> Teacher leads discussions and activities on: How is meaning created in Dance? How did the choreographer of <i>Waka Waka</i> celebrate the world game of Soccer and unity in this dance? Terminology focus: Unison, Contrast and Levels. Teacher leads practical workshops where students manipulate sequences to manipulate unison, contrast and levels. Students participate in QLearn quiz to consolidate these new terms. 	
Week 6	<p><u>Making: Choreography</u></p> <ul style="list-style-type: none"> Terminology focus: Formations, Canon, Freeze-Frames Teacher leads practical workshops where students manipulate sequences to formations, canons and freeze-frames Students participate in QLearn quiz to consolidate these new terms. Teacher gives students assessment criteria sheet for upcoming contemporary task 	
Week 7	<p><u>Making: Choreography</u></p> <ul style="list-style-type: none"> Students plan how they can include Unison, Contrast, Levels, Formations, Canons and Freeze-Frames to further celebrate the world game of Soccer and unity in their choreography Students begin adding on their own choreography 	
Week 8	<p><u>Making: Choreography</u></p> <ul style="list-style-type: none"> Students continue manipulating choreographic devices in their choreography Students present draft of their choreography at differentiated times based on task completion. Teacher offers feedback 	
Week 9	<p><u>Making: Choreography</u></p> <ul style="list-style-type: none"> Students continue manipulating choreographic devices in their choreography Teacher offers feedback 	
Week 10	<p><u>Assessment Due Making: Choreography</u></p> <ul style="list-style-type: none"> Students present their finalised choreography for whole class or small audience 	Choreography Task due

Trinity Bay State High School Course Planner Year 8 Dance – TERM B - Musical Theatre

Teacher/s:

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Introduction to Musical Theatre <ul style="list-style-type: none"> • Class routines are revisited and solidified including entry to the Dance Room, bag racks, sitting in five lines, behaviour around touching mirrors, purple pole, chairs and Drama room door. • Introduction to Musical Theatre. Class discussion to identify which musicals students already know. • Discussion points: Where is Broadway? Where is the West End? Why are these places significant to Musical Theatre? Which 3 musicals have Trinity Bay SHS put on in the past 6 years? Why are expressive skills so important in this genre? • Teacher presents iconic musical theatre routines on film including some from the Tony Awards • Teacher leads practical workshops on musical theatre routines, focusing on technical and expressive skills 	
Week 2	Musical Theatre Performance <ul style="list-style-type: none"> • Teacher gives assessment task sheet and outlines criteria and conditions – Dance Night performance • Teacher reveals the class musical excerpt students will be performing and class views the excerpt on film. • Teacher begins teaching Musical Theatre repertoire for Dance Night. 	
Week 3	Musical Theatre Performance <ul style="list-style-type: none"> • Students continue learning Musical Theatre repertoire for Dance Night focusing on technical and expressive skills • Teacher offers feedback 	
Week 4	Musical Theatre Performance <ul style="list-style-type: none"> • Students continue learning Musical Theatre repertoire for Dance Night focusing on technical and expressive skills • Teacher offers feedback • Costumes and props finalised and checked by teacher 	
Week 5	Musical Theatre Performance <ul style="list-style-type: none"> • Students continue learning Musical Theatre repertoire for Dance Night focusing on technical and expressive skills • Students participate in formal draft performance with small audience organised by teacher. Feedback is given. 	
Week 6	Dance Night <ul style="list-style-type: none"> • Students participate in Technical Rehearsal • Students perform assessment repertoire at Dance Night • Students watch performance back and reflect on strengths and weaknesses (For example Plus, Minus, Interesting) 	Dance Night Performance
Week 7	Musical Theatre Responding <ul style="list-style-type: none"> • Teacher explicitly teaches PEEL paragraph structure; interpretive and evaluative language; movement and production elements. • View Musical Theatre excerpt (TBA) and jointly construct a PEEL paragraph response. 	
Week 8	Musical Theatre Responding <ul style="list-style-type: none"> • Students practice writing PEEL paragraphs by responding to different musical theatre excerpts. • Teacher provides whole-class feedback 	Submit PEEL paragraph response Written Feedback
Week 9	Summative Assessment <ul style="list-style-type: none"> • Students complete Summative Assessment Task 	Summative Assessment
Week 10	Musical Theatre Responding <ul style="list-style-type: none"> • Students receive assessment marks. • Students consolidate Musical Theatre knowledge by participating in a Mini Choreography project in small groups. 	

Trinity Bay State High School

Course Planner Semester 1 / 2

Year 8 Drama

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Teacher:

Week	Curriculum Intent		Formative Tasks & Summative Assessment
Week 1	Introduction & Review Elements <ul style="list-style-type: none"> Group work and collaboration skills Review space, role, relationships, focus 	Introduction & Review <ul style="list-style-type: none"> Group work and collaboration skills Review space, role, relationships, focus 	
Week 2	Elements of Drama <ul style="list-style-type: none"> Tension – identify the four types of tension (task, surprise, mystery, relationships) 	Elements of Drama <ul style="list-style-type: none"> Building tension when performing & rehearsing 	
Week 3	Parts of a script <ul style="list-style-type: none"> Identifying parts of a script Taking on a role from script Identifying tension in a script 	Performance Skills <ul style="list-style-type: none"> Use of stage space Review presenting skills – clear voice, facing the audience etc Practice with short scripts 	
Week 4	Performance Skills <ul style="list-style-type: none"> Use of stage space Review presenting skills – clear voice, facing the audience etc Practice with short scripts 	Text study <ul style="list-style-type: none"> School of Rock Complete activities to develop understanding of text 	
Week 5	Text Study <ul style="list-style-type: none"> School of Rock Explore roles from film Identify moments of tension 	Presenting Task <ul style="list-style-type: none"> Identify assessment expectations Allocate groups and scripts Blocking and rehearsing a scene 	Summative Assessment: Presenting Task given
Week 6	Rehearsal / Drafting <ul style="list-style-type: none"> Learning lines Creating the elements of drama in performance. Show section for feedback 	Rehearsal / Drafting <ul style="list-style-type: none"> Learning lines Creating the elements of drama in performance. Show section for feedback 	
Week 7	Rehearsal / Drafting <ul style="list-style-type: none"> Perform draft of scene, record 	Rehearsal / Drafting <ul style="list-style-type: none"> Review draft (peer, self and teacher) 	Summative Assessment: Presenting DRAFT
Week 8	Presenting Assessment <ul style="list-style-type: none"> Bring costumes or theatre blacks Perform assessment 	Presenting Assessment <ul style="list-style-type: none"> Review assessment and complete reflection 	Summative Assessment: Presenting DUE
Week 9	Written prep / review elements <ul style="list-style-type: none"> Review elements – space, role, relationships, focus, tension Identify elements in viewed works Analyse and evaluate use of elements to create meaning 	Written prep / review elements <ul style="list-style-type: none"> Review elements – space, role, relationships, focus, tension Identify elements in viewed works Analyse and evaluate use of elements to create meaning 	
Week 10	Written prep / review elements <ul style="list-style-type: none"> Written structure to use in drama Practice analysing elements in viewed works 	Written prep / review elements <ul style="list-style-type: none"> Written structure to use in drama Practice analysing & evaluating elements in viewed works 	

Week	Curriculum Intent		Formative Tasks & Summative Assessment
Week 1	Review & consolidation of Term 1 <ul style="list-style-type: none"> Review elements – space, role, relationships, focus, tension Practice analysing & evaluating elements in viewed works, following given structure 	Review & consolidation of Term 1 <ul style="list-style-type: none"> Review elements – space, role, relationships, focus, tension Practice analysing & evaluating elements in viewed works, following given structure 	
Week 2	Consolidation <ul style="list-style-type: none"> Practice analysing & evaluating elements in viewed works, following given structure 	Consolidation/exam <ul style="list-style-type: none"> Complete exam – extended response, short response and multiple choice questions 	Summative Task: Responding.
Week 3	Creating/rehearsed improvisation <ul style="list-style-type: none"> Exam catch up for absent students Taking on a clear role & creating clear relationships from a given stimulus. 	Creating/rehearsed improvisation <ul style="list-style-type: none"> Making offers when creating Manipulating tension, focus and space when creating 	
Week 4	Deleted scene & story structure <ul style="list-style-type: none"> Examples - what is a deleted scene? Review creating skills from year 7: follow story structure of beginning, middle, climax and end 	Deleted scene & story structure <ul style="list-style-type: none"> Review School of Rock characters Create deleted scenes suitable for School of Rock 	
Week 5	Text Study <ul style="list-style-type: none"> Matilda Complete activities to develop understanding of text 	Text Study <ul style="list-style-type: none"> Matilda Explore roles from film Identify moments of tension 	
Week 6	Creating Task <ul style="list-style-type: none"> Identify assessment expectations Form groups Experiment with stimulus / ideas 	Creating Task <ul style="list-style-type: none"> Choose stimulus or create concept Create beginning & middle 	Summative Assessment: Creating Task given
Week 7	Build the task/drafting <ul style="list-style-type: none"> Continue creating Activities to develop role Show sections for feedback 	Build the task/drafting <ul style="list-style-type: none"> Continue creating Activities to develop role Show sections for feedback 	
Week 8	Build the task/drafting <ul style="list-style-type: none"> Demonstrate draft scene, record 	Rehearsal <ul style="list-style-type: none"> Review draft (peer, self and teacher) 	Summative Assessment: Creating DRAFT
Week 9	Creating Assessment <ul style="list-style-type: none"> Apply feedback from draft 	Creating/Presenting Assessment <ul style="list-style-type: none"> Demonstrate deleted scene in theatreblacks / costumes 	Summative Assessment: Creating DUE
Week 10	Review feedback and presentations <ul style="list-style-type: none"> Reflect on group and individual performance 	Review feedback and presentations <ul style="list-style-type: none"> Survey students for subject selection of Yr 9 Drama 	



Class Course Planner – 2025

Trinity Bay SHS

Hoare Street

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Class: Yr 8 Music

Teacher/s: Ms. Arad

This course planner should be taught with Performance first, however can also be taught with Composition first if needed based on resources

Term Week	Curriculum Intent	Assessment x 7	Feedback x 4
Term B Wk 1	Baker Boy <ul style="list-style-type: none"> Introduction to genre analysis unit Learn Baker Boy – “In Control” on chosen instrument Introduction to how Duration, Timbre, Pitch, and Expressive Devices come together to create mood and meaning in music 		Course Planner
Term B Wk 2	Baker Boy <ul style="list-style-type: none"> Teacher led analysis of genre Performance of Baker Boy “In Control” 		
Term B Wk 3	Genre Project – Introduction to Genres <ul style="list-style-type: none"> Introduce genres to select from Learn main riff for each song and reflect Introductory Composition Task using loops 	Hand out Responding Task	A Exemplar
Term B Wk 4	Genre Project - Duration <ul style="list-style-type: none"> Understand Rhythm, Tempo, and Beats as they relate to your genre Begin learning song on chosen instrument Compose original drums for a given track 	Composition 1 Due	
Term B Wk 5	Genre Project – Timbre <ul style="list-style-type: none"> Understand how instruments are used in music as they relate to your genre Learn chords or main beat on instrument Discuss tone colour and mood Compose solid and broken chords for a given track Compose a chord progression and bass line for a given track 	Composition 2 Due	
Term B Wk 6	Genre Project – Pitch <ul style="list-style-type: none"> Understand Melody, Tonality, and Harmony as they relate to your genre Learn main melody or solo on instrument Improvising a melody Compose a melody for a given track 	Composition 3 Due	
Term B Wk 7	Genre Project – Expressive Devices <ul style="list-style-type: none"> Understand Dynamics and Playing Style as they relate to your genre Finalise rehearsals of performance song Create a mix for a given track 	Composition 4 Due	
Term B Wk 8	Genre Project - Purpose <ul style="list-style-type: none"> Understand purpose of music and how it relates to mood and meaning Complete QLearn Quiz on chosen genre 	Draft Checkpoint – Complete missed tasks	Draft Feedback
Term B Wk 9	Genre Project - Performance <ul style="list-style-type: none"> Perform your chosen songs Finalise genre project 	Performance due	
Term B Wk 10	Genre Project - Summary <ul style="list-style-type: none"> Feed forward to Year 9 Reflection & Feedback 		Feedback & Review



Class Course Planner - Term 1, Semester 1

Trinity Bay SHS

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Class: 9DAN – Term 1

Teacher/s: Ms. Ryan, Ms. Oches

Term Week	Curriculum Intent	Assessment
Weeks 1 - 3	Introduction to Year 9 Dance <ul style="list-style-type: none"> Teacher sets up classroom expectations and routines Connection activities to create safe learning environment Overview of year 9 Dance and Term 1 style – Hip Hop Students participate in Hip Hop dance workshops led by teacher Focus vocabulary: Canon, Unison, Repetition 	
Week 4	Learning Assessment Repertoire - Performance <ul style="list-style-type: none"> Assessment task sheet distributed to students and task conditions outlined Exemplar video shown and examined Students commence learning assessment repertoire for assessment (teacher-devised Hip Hop sequence). 	Task Sheet given Presenting and Performing / Creating and Making
Week 5	Learning Assessment Repertoire – Performance <ul style="list-style-type: none"> Students continue learning assessment repertoire, focusing on application of technical and expressive skills to communicate intended meaning of the routine Students perform routine in front of peers for peer and teacher feedback 	
Weeks 6-7	Choreography <ul style="list-style-type: none"> In the gaps of choreography left in the teacher-devised routine, students work in groups to 'fill in' the gaps with their own choreography that progresses the narrative of the choreography. Students apply choreographic devices and spatial elements to their choreography in groups Teacher facilitates regular showings of their performances, being mindful to increase the audience size to emulate their assessment audience in coming weeks. 	
Week 8	Draft Due <ul style="list-style-type: none"> Draft performance due. Teacher feedback given Production element of costumes is discussed and agreed upon. 	Draft assessment
Weeks 9-10	Final assessment, reflection and wrap up. <ul style="list-style-type: none"> Assessment performances occur Reflection activities for this assessment task and overall term Teacher outlines term 2 style (musical theatre) and designs basic workshop in this style. 	Assessment Due



Class Course Planner – Term 1, 2026

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Class: Yr 9 Drama

Teachers: Ms Gould & Mr Beatty

Term Week	Curriculum Intent	Assessment	Feedback
Term 1 Wk 1	Expectations and collaborative activities	Elements of drama review <ul style="list-style-type: none"> Theoretical and practical review of elements from year 7 & 8: Role, relationships, focus, space, tension. 	
Term 1 Wk 2	Elements of drama: language <ul style="list-style-type: none"> Define element of language. Creating and using language 	Style: Melodrama <ul style="list-style-type: none"> Introduction to the style of melodrama. Using body language when performing melodrama 	
Term 1 Wk 3	Elements of drama: place <ul style="list-style-type: none"> Define element of place. Creating and using place on stage, using space to create place. 	Style: Soap opera <ul style="list-style-type: none"> Introduction to the style and conventions of soap opera Using elements and conventions when working in the style 	
Term 1 Wk 4	Performance skills for soap opera <ul style="list-style-type: none"> Vocal qualities Body language and movement qualities Energy levels Working as an ensemble 	Soap opera performance <ul style="list-style-type: none"> Review conventions of soap opera Unpack assessment task 	Presenting task given
Term 1 Wk 5	Soap opera performance <ul style="list-style-type: none"> Plan opening credits Blocking Rehearse 	Soap opera performance <ul style="list-style-type: none"> Film opening credits Rehearse 	Drafting
Term 1 Wk 6	Soap opera performance <ul style="list-style-type: none"> Exam skill review: identifying and describing elements and conventions Rehearse soap opera scene 	Soap opera performance <ul style="list-style-type: none"> Record draft for feedback 	Draft due
Term 1 Wk 7 NAPLAN	Soap opera performance <ul style="list-style-type: none"> Exam skill review: identifying and describing elements and conventions in recorded draft Identify areas for improvement Rehearse soap opera scene 	Soap opera performance <ul style="list-style-type: none"> Rehearse soap opera scene 	
Term 1 Wk 8 NAPLAN	Soap opera performance <ul style="list-style-type: none"> Perform in costume with lines memorised 	Reflect and review <ul style="list-style-type: none"> Reflect on recorded performance 	Presenting task due
Term 1 Wk 9	Responding review <ul style="list-style-type: none"> Exam preparation 	Responding <ul style="list-style-type: none"> Exam 	Responding task (exam)
Term 1 Wk 10	Review <ul style="list-style-type: none"> Review unit 	Introduction to improvisation games	



Class Course Planner – 2026

Semester 1 Term 1

Trinity Bay SHS

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Class: Yr 9 Music

Teacher/s: Ms Arad, Mrs Gibbins (jgibb21@eq.edu.au),

Term Week	Curriculum Intent	Assessment x 2	Feedback x 3
T1 Wk1	Introduction, Revision & Expectations <ul style="list-style-type: none"> Major & Pentatonic scales Improvise and Compose using pentatonic scales Repertoire listening Singing repertoire 		Course Planner
T1 Wk2	Chords – I IV V, Repertoire Analysis <ul style="list-style-type: none"> Repertoire analysis Chords – I IV V Prac – Piano or guitar Intervals, time signature and rhythms 		
T1 Wk3	12 Bar Blues, Blues scale, Elements of Music, Walking Bass <ul style="list-style-type: none"> 12 Bar Blues & Blues scale Elements of Music Walking Bass 		
T1 Wk4	Bass Clef, Sibelius inputting <ul style="list-style-type: none"> Bass Clef Walking Bass line Inputting it into Sibelius Analysis of repertoire 		
T1 Wk5	Melody Writing <ul style="list-style-type: none"> Handout Performing Task Melody Writing using the blues scale & 12 bar Blues 	HANDOUT PERFORMING TASK	
T1 Wk6	Melody Writing <ul style="list-style-type: none"> Practice for Performing Task Melody Writing using the blues scale & 12 bar Blues Inputting into Sibelius 		
T1 Wk7	Repertoire Analysis <ul style="list-style-type: none"> Practice for Performing Task Melody Writing using the blues scale & 12 bar Blues Draft Performances 	DRAFT PERFORMANCE	Feedback on Performance Assessment
T1 Wk8	Melody Writing <ul style="list-style-type: none"> Practice for Performing Task Melody Writing using the blues scale & 12 bar Blues Inputting into Sibelius 		
T1 Wk9	PERFORMING TASK DUE <ul style="list-style-type: none"> Practice for Performing Task 	PERFORMING TASK DUE	
T1 Wk10	Accompaniment Patterns, Cadences <ul style="list-style-type: none"> Reflection Accompaniment Writing Cadences & Chord progression writing 		Achievement Ladder



Class Course Planner – 2026

Semester 1 Term 1

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: Yr 9 Practical Music

Teacher/s: Mr Cadell

Term Week	Curriculum Intent	Assessment x 4	Feedback x 3
Term 1 Wk 1	Main focus of learning <ul style="list-style-type: none"> Outline of Semester Unit & Assessment Expectations and Equipment Get to know students Introduce drum kit to students for <i>I just wanna live-Good Charlotte</i> 	HANDOUT PERFORMANCE ASSESSMENT	Course Planner
Term 1 Wk 2	<ul style="list-style-type: none"> Handout composition task to students Discuss exemplar and composition requirements Introduce bass guitar for <i>I just wanna live-Good Charlotte</i> 	HANDOUT COMPOSITION ASSESSMENT	
Term 1 Wk 3	<ul style="list-style-type: none"> Creating bass line for composition Introduce guitar for <i>I just wanna live-Good Charlotte</i> 		
Term 1 Wk 4	<ul style="list-style-type: none"> Intro to improvising and creating melody Introduce keyboard for <i>I just wanna live-Good Charlotte</i> 		
Term 1 Wk 5	<ul style="list-style-type: none"> Completing melody and part A of the composition PERFORMANCE ASSESSMENT DUE 	PERFORMANCE ASSESSMENT DUE	
Term 1 Wk 6	<ul style="list-style-type: none"> Creating the transition for composition task Revise original section based on verbal feedback <ul style="list-style-type: none"> Introduce drum kit and bass for <i>Tennessee Whiskey</i> 		
Term 1 Wk 7	<ul style="list-style-type: none"> Revise the drum kit and bass parts for <i>Tennessee Whiskey</i> Introduce the guitar and keyboard parts for <i>Tennessee Whiskey</i> COMPOSITION DRAFT DUE 	COMPOSITION DRAFT DUE	Feedback on Composition
Term 1 Wk 8	<ul style="list-style-type: none"> Receive written feedback for draft composition Revise composition based on teacher feedback Select instrument part for <i>Tennessee Whiskey</i> Practice for performance assessment 		
Term 1 Wk 9	<ul style="list-style-type: none"> Practice for performance assessment COMPOSITION ASSESSMENT DUE 	COMPOSITION ASSESSMENT DUE	
Term 1 Wk 10	<ul style="list-style-type: none"> PERFORMANCE ASSESSMENT DUE STUDENTS COMPLETE PERFORMANCE STATEMENT WORKSHEET 	PERFORMANCE ASSESSMENT DUE	



Class Course Planner –2026

Term 1 Semester 1

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: 10 Dance –

Teacher/s: Ms. Comino (jxcom6@eq.edu.au), Ms. Ryan (kmrya1@eq.edu.au),

Term Week	Curriculum Intent	Assessment	Feedback
T1 Wk1	Introduction to unit: <ul style="list-style-type: none"> Students receive course planner and discuss the demands and expectations of year 10 Dance Students are introduced to the unit 'It Takes Two' - dancing in duos Students participate in a variety of workshops in a variety of styles with focus on revising choreographic devices (unison, repetition, canon, motif, freeze frame, retrograde) and partnering techniques (contact, contrast, mirroring). 		Course Planner
T1 Wk2 & Wk3	Introduction to unit: <ul style="list-style-type: none"> Students participate in a variety of workshops mastering choreographic devices and partnering techniques Students manipulate teacher-led choreography using devices and techniques and add to sequences Students identify effective moments in partner dances on film with a focus on expressive skills. Guest Choreographer – 		
T1 Wk4	Performance Task: <ul style="list-style-type: none"> Students receive assessment task sheet Commence learning Performing Task 	Students receive Task Sheet	
T1 Wk5	Performance Task: <ul style="list-style-type: none"> Students continue learning performance repertoire Students begin performing short sections for audience of peers, focusing on expressive and technical skills 		
T1 Wk6	Performance Task: <ul style="list-style-type: none"> Finish the last phrases of assessment repertoire, ensuring that spatial elements including levels, directions, formations and pathways are considered Checkpoint 1: Students participate in a mock assessment lesson – presentations are filmed Students view their performances on film and consider personal and peer feedback. 	Checkpoint 1: Tuesday	Students view videos and apply personal and peer feedback
T1 Wk7	Performance Task: <ul style="list-style-type: none"> Continue rehearsing and refining movement phrases Checkpoint 2: Students participate in dress rehearsal and receive final feedback. 	Checkpoint 2: Tuesday	Students receive written feedback from teacher
T1 Wk8	Performance Task Due <ul style="list-style-type: none"> Final reminder of technical and expressive skills needed to achieve highly in task 1 Students perform the assessment routine in front of audience (class) Complete reflection on assessment task 	Performance Task Due: Monday	
T1 Wk9 & Wk10	Choreography preparation: <ul style="list-style-type: none"> In small groups, students manipulate teacher choreographed repertoire, with focus on specific choreographic devices that build on previous year's tasks - contrast, accumulation, retrograde and abstraction to creating skillset Students analyse, interpret and evaluate the meaning of dance on film, with strong focus on identifying narrative structure, effective motifs and viewpoints in preparation for next term's choreography. In groups, students choreograph short movement sequences that communicate a viewpoint. Styles to be chosen by teacher. 		Marked task sheet returned



Trinity Bay State High School

Course Planner Term 1

Year 10 & 11 Drama

Teacher: Ms Gould

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Review <ul style="list-style-type: none"> • elements of drama • creating & group work skills 	
Week 2	Review <ul style="list-style-type: none"> • elements of drama • presenting skills 	
Week 3	Review <ul style="list-style-type: none"> • elements of drama • presenting skills • conventions 	
Week 4	Task FIA1 <ul style="list-style-type: none"> • Read script for performance • Unpack themes and conventions 	
Week 5	Task FIA1 <ul style="list-style-type: none"> • Unpack themes and conventions • Choose sections of script for presenting assessment • Workshop conventions and presenting skills • Rehearse presenting assessment 	Drafting
Week 6	Task FIA1 <ul style="list-style-type: none"> • Workshop conventions and presenting skills • Rehearse presenting assessment 	Drafting
Week 7	Task FIA1 <ul style="list-style-type: none"> • Workshop conventions and presenting skills • Rehearse presenting assessment • Show work in progress for feedback 	Draft due
Week 8	Task FIA1 <ul style="list-style-type: none"> • Workshop conventions and presenting skills • Act on feedback to improve performance • Rehearse presenting assessment 	
Week 9	Task FIA1 <ul style="list-style-type: none"> • Final rehearsals • Perform FIA1 	Submit FIA1
Week 10	Styles and conventions <ul style="list-style-type: none"> • Workshop conventions of varying styles of theatre 	



Class Course Planner – 2026

Semester 1 Term 1

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: Yr 10 Music

Teacher: Miss Arad (nmara22@eq.edu.au)

Term Week	Curriculum Intent	Assessment x 2	Feedback x 1
T1 Wk1	Introduction to Course <ul style="list-style-type: none"> Outline of Unit & Assessment Key & Chords – playing 4 chords Playing chords 		Course Planner
T1 Wk2	Timbre, Structure – How do musicians incorporate the music elements to communicate meaning when performing and composing? <ul style="list-style-type: none"> Study EOM (Timbre & Structure) in repertoire Play musical repertoire – My Way Cognitive Verb – Explain 		
T1 Wk3	Texture & Pitch – How do musicians incorporate the music elements to communicate meaning when performing and composing? <ul style="list-style-type: none"> Study EOM (Pitch & Duration) in repertoire Compose and perform Rap music Cognitive Verbs – Interpret, Demonstrate, Realise 		
T1 Wk4	Practical Activities – How do musicians use the music elements to communicate meaning when performing? <ul style="list-style-type: none"> Play Australian First Nations repertoire Reflection Cognitive Verbs – Use, Interpret, Demonstrate, Realise 		
T1 Wk5	Performance Task & Statement <ul style="list-style-type: none"> Handout Performance Task Performance Statement Practice for Assessment Cognitive Verbs – Explain, Apply, Interpret, Demonstrate, realise 	Handout Assessment	
T1 Wk6	Practicing for Assessment <ul style="list-style-type: none"> Practice for assessment Introduction to performance statement 	A Exemplar for Performance Statement	
T1 Wk7	Practicing for Assessment <ul style="list-style-type: none"> Practice for assessment Complete Performance Statement Book – writing workshop 	DRAFT PERFORMANCE DUE THURSDAY 7th MARCH	
T1 Wk8	Duration & Expressive Devices – How do musicians incorporate the music elements to communicate meaning when performing and composing? <ul style="list-style-type: none"> Study EOM (Duration & Expressive Devices) in world culture repertoire - Eurovision Practice for assessment Cognitive Verbs – Interpret, Demonstrate, Realise, Explain 		Feedback on Performance
T1 Wk9	Writing Workshop – How do musicians incorporate the music elements to communicate meaning when performing and composing? <ul style="list-style-type: none"> Analyse own performance and peer performances to identify use of elements of music Practice for assessment Focus on written analysis Cognitive Verbs – Identify, Organise, Analyse, Explain 	PERFORMANCE DUE THURSDAY 21st MARCH	
T1 Wk10	Reflection <ul style="list-style-type: none"> Reflect on Performance Assessment Apply knowledge of performance choices and EOM to composition planning 		



Class Course Planner – 2026

Semester 1 Term 1

Trinity Bay SHS

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Class: Yr 10 Practical Music

Teacher: James Phillips

Term Week	Curriculum Intent	Assessment x 2	Feedback x 2
T1 Wk1	<ul style="list-style-type: none"> Outline of Semester Unit & Assessment Key & Chords – writing 4 chords Playing 4 chords (Em, Am, C, G) on the guitar and piano Students learn the song, “No Scrubs” by TLC 		Course Planner
T1 Wk2	<ul style="list-style-type: none"> Recap playing the 4 chords (Em, Am, C, G) on the guitar and piano Study EOM (Timbre & Structure) in Rock/Pop repertoire Learn how to play a 4/4 rock beat on the drum kit Play a Rock song combining a guitarist, drummer, vocalist and pianist as a class Students continue playing, “No Scrubs” and learn the new song, “Wade in your water”. Cognitive Verb – Explain 		
T1 Wk3	<ul style="list-style-type: none"> Recap playing a Rock song as a class combining a guitarist, drummer, vocalist and pianist Playing the extra chords of D, A and F on the guitar and piano Recap Timbre and Structure in Rock/Pop repertoire Students continue playing “No Scrubs” and “Wade in your water” Students learn the song, “Redemption Song” Formulate groups to practice in for performance task Cognitive Verbs – Interpret, Demonstrate, Realise 		
T1 Wk4	<ul style="list-style-type: none"> Select Rock song/repertoire looked at in class Students continue playing, “No Scrubs”, “Wade in your water”, “Redemption Song” Students learn the song, “Sun goes down” Cognitive Verbs – Use, Interpret, Demonstrate, Realise 		
T1 Wk5	<p>Performance Task & Statement</p> <ul style="list-style-type: none"> Handout Performance Task Examine how to write a performance statement Practise for Assessment Cognitive Verbs – Explain, Apply, Interpret, Demonstrate, realise 	Handout Assessment A Exemplar for Performance Statement	
T1 Wk6	<p>Practising for Assessment</p> <ul style="list-style-type: none"> Practise for assessment Start Performance Statement draft/activity 		
T1 Wk7	<p>Duration & Expressive Devices – How do musicians incorporate the music elements to communicate meaning when performing and composing?</p> <ul style="list-style-type: none"> Study EOM (Duration & Expressive Devices) in Rock repertoire Practise for assessment Cognitive Verbs – Interpret, Demonstrate, Realise, Explain 	DRAFT PERFORMANCE DUE	Feedback on Performance
T1 Wk8	<p>Practising for Assessment</p> <ul style="list-style-type: none"> Practise for assessment Complete Performance Statement 		
T1 Wk9	<p>Performance Assessment Due</p> <ul style="list-style-type: none"> Performance Due 	PERFORMANCE DUE	
T1 Wk10	<p>Composing using Logic – How do musicians incorporate the music elements to communicate meaning when composing? How can I resolve music ideas to communicate meaning & intent?</p> <ul style="list-style-type: none"> Recording a given chord progression and manipulating Logic skills – quantize, recording, look, changing instruments Cognitive Verbs – Resolve, Explain, Interpret, Realise 		



Class Course Planner – 2026

Semester 1 Term 1

Trinity Bay SHS

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Class: Yr 10 Certificate II Music Industry

Trainer/ Assessor: Michael Thomas

Term Week	PROJECT 1 – Instrument Development Units of Competency: CUAMPF101 Develop skills to play or sing music CUAMPF201 Play or sing simple musical pieces CUAMPF204 Play or sing music from simple written notation	Assessment x 2	Feedback x 2
T1 Wk1	<ul style="list-style-type: none"> • Introduction and Expectations • VET Induction • Handout Workbook • Listen and Watch Lanterns Birds of Tokyo 		Course Planner
T1 Wk2	<ul style="list-style-type: none"> • Introduction to Guitar <ul style="list-style-type: none"> ○ Notation ○ Technique ○ Instrument Care • Chord progression for Verse, Bridge and Chorus of Birds • Practice in small group • Complete Guitar section of booklet with teacher • Perform (Verse, Verse and Bridge, or Whole song) 	WORKBOOK PRACTICE PRESENTATION	
T1 Wk3	<ul style="list-style-type: none"> • Introduction to Bass <ul style="list-style-type: none"> ○ Notation ○ Technique ○ Instrument Care • Bass progression for Verse, Bridge and Chorus of Birds • Practice in small group (taking turns with guitar and bass) • Complete Bass section of booklet with teacher • Perform (Verse, Verse and Bridge, or Whole song) 	WORKBOOK	
T1 Wk4	<ul style="list-style-type: none"> • Introduction to Drums <ul style="list-style-type: none"> ○ Notation ○ Technique ○ Instrument Care • Beat progression for Verse, Bridge and Chorus of Birds • Practice in small group (taking turns) • Complete Drum section of booklet with teacher • Perform (Verse, Verse and Bridge, or Whole song) 	WORKBOOK	
T1 Wk5	<ul style="list-style-type: none"> • Introduction to Piano <ul style="list-style-type: none"> ○ Notation ○ Technique ○ Instrument Care • Chord progression for Verse, Bridge and Chorus of Birds • Practice in small group (taking turns inc other instruments) • Complete Guitar section of booklet with teacher • Perform (Verse, Verse and Bridge, or Whole song) 	WORKBOOK	Feedback on WORKBOOK
T1 Wk6	Introduce Performance Task <ul style="list-style-type: none"> • Choose groups, songs, instrumentation 		

T1 Wk7	<ul style="list-style-type: none"> • Group Rehearsal 		
T1 Wk8	<ul style="list-style-type: none"> • Group Rehearsal 		
T1 Wk9	<ul style="list-style-type: none"> • Group Rehearsal Performance Task (Friday)	Performance Task	
T1 Wk10	<ul style="list-style-type: none"> • Final Performances • Teacher and Peer Feedback • Complete and hand in workbook 		Feedback on Performance



Class Course Planner –2026

Term 1 Semester 1

Trinity Bay SHS

Hoare Street

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Class: 11 Dance – Moving Bodies

Teacher/s: Ms. Ryan (kmrya1@eq.edu.au)

Term Week	Curriculum Intent	Assessment	Feedback
T1 Wk1	<p>Introduction to unit:</p> <ul style="list-style-type: none"> Students receive course planner and discuss the demands of year 11 Dance and Unit 1 Students are given focus question for semester 1 - <i>How does dance communicate meaning for different purposes and in different contexts?</i> What is purpose? What is context? Discover different genres of dance by studying specific dance excerpts that communicate a clear message 		Course Planner
T1 Wk2	<p>Introduction to unit:</p> <ul style="list-style-type: none"> Participate in a variety of workshops exploring different genres Focus on technical and expressive skills How do purpose and context influence the manipulation of movement? 		
T1 Wk3	<p>Introduction to unit:</p> <ul style="list-style-type: none"> Participate in style-specific workshops Focus on technical and expressive skills Observe key Dance works that communicate a particular social/political/cultural viewpoint to inform an audience. 		
T1 Wk4	<p>Performance Task:</p> <ul style="list-style-type: none"> Students begin learning repertoire for performance task Focus on technical and expressive skills 		
T1 Wk5	<p>Performance Task:</p> <ul style="list-style-type: none"> Students are given criteria sheet for assessment task 1: Performance Discuss assessment conditions and expectations Students continue learning repertoire for performance task Focus on the application of technical and expressive skills 		
T1 Wk6	<p>Performance Task:</p> <ul style="list-style-type: none"> Finish the last phrases of assessment repertoire, ensuring that spatial elements, levels, directions and floor patterns are considered Students participate in a mock assessment lesson and are given feedback 		Feedback given on draft 1
T1 Wk7	<p>Performance Task:</p> <ul style="list-style-type: none"> Continue rehearsing and refining movement phrases Students participate in dress rehearsal, and receive final feedback. 		Feedback given on draft 2
T1 Wk8	<p>Performance Task Due:</p> <ul style="list-style-type: none"> Final reminder of technical and expressive skills needed to achieve highly in task 1 Students perform the routine for assessment in front of audience (class) 	Performance Task Due	
T1 Wk9	<p>Reflection</p> <ul style="list-style-type: none"> Students watch back their performances and reflect on their work Reminder of unit focus question: <i>How does dance communicate meaning for different purposes and in different contexts?</i> Revise choreographic devices In small groups, students manipulate the performance repertoire, with focus on specific choreographic devices 		
T1 Wk10	<p>Choreography:</p> <ul style="list-style-type: none"> In small groups, students manipulate the performance repertoire, with focus on specific choreographic devices that build on previous year's tasks - contrast, accumulation, retrograde and abstraction to creating skillset Students analyse, interpret and evaluate the meaning of dance on film, with strong focus on identifying narrative structure and viewpoints. In groups, students choreograph short movement sequences that communicate a simple viewpoint. Styles to be chosen by teacher. 	Marked task sheet returned	



Class Course Planner – 2026

Semester 1 Unit 1

Trinity Bay SHS

Hoare Street

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Class: Yr 11 Music

Teacher/s: Miss Arad (nmara22@eq.edu.au)

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	Music Elements, Shotgun <ul style="list-style-type: none"> Inquiry question Focus for Unit - How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? Outline of Semester Unit & Assessment Introduction to Music Elements Shotgun – listen and prac 		Course Planner
T1 Wk2	George Ezra - Shotgun <ul style="list-style-type: none"> Prac Music Analysis of song Performance practices and dealing with anxiety Cognitive Verbs – Interpret, Demonstrate, Realise, Explain Handout Performance Task – discuss, Performance Statement A Exemplar Performance Practice Routines 	Handout IA1 Performance Task Performance Statement A Exemplar	
T1 Wk3	Ragtime, Music Elements, Duration <ul style="list-style-type: none"> Style: Ragtime – The Pineapple Rag Music Elements Activity – What can you hear? Specific Music Element Focus – Duration – syncopation, rhythmic patterns 		Initial Consultation about IA1
T1 Wk4	Pine Apple Rag, Pitch <ul style="list-style-type: none"> Style: Ragtime – The Pineapple Rag Specific Music Element Focus –PITCH: Melody: contour, movement, register, range, ornamentation, melodic ostinato, riff, motif, sequence, repetition, Tonality : key & scales & Harmony – cadences, chords, accompaniment patterns 		
T1 Wk5	Performance Statement, Informal Performance <ul style="list-style-type: none"> Performance Practice and Reflection Informal Performance 		Informal Performance – 30 seconds of song
T1 Wk6	Autumn, Baroque compositional techniques <ul style="list-style-type: none"> Performance Practice and Reflection Style: Baroque Solo Concerto - Mvt I “Autumn” from The Four Seasons Interpreting figured bass including inversions and 7th chords Composing to create unity – imitation, sequence, modulation 		
T1 Wk7	IA 1 – Performance Task Draft DUE <ul style="list-style-type: none"> Performance Practice Peer & Teacher Feedback on Performance Task Baroque Composition activity 		DRAFT – IA1 Performance
T1 Wk8	Performance Statement DUE <ul style="list-style-type: none"> Performance Practice Performance Statement Baroque Composition activity 		DRAFT – IA1 Performance Statement
T1 Wk9	IA 1 – Performance Task DUE, Texture, Expressive Devices, Bohemian Rhapsody <ul style="list-style-type: none"> Performance Task Due Style - Progressive Rock – Bohemian Rhapsody Specific Music Element Focus – Texture - homophonic, polyphonic, monophonic, multi-track recording; Expressive Devices (dynamics & articulation, specific instrument techniques) 	IA1- PERFORMANCE TASK & PERFORMANCE STATEMENT DUE	
T1 Wk10	How meaning is communicated <ul style="list-style-type: none"> Bohemian Rhapsody Analysis of how meaning is communicated Cognitive Verbs – Analyse, Evaluate, Explain Baroque Composition activity 		



Class Course Planner – 2026

Semester 1 Term 1

Trinity Bay SHS

Hoare Street

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Class: Yr 11 Music in Practice

Teacher: James Phillips

Term Week	Curriculum Intent	Assessment x 2	Feedback x 2
T1 Wk1	<ul style="list-style-type: none"> Outline of Semester Unit & Assessment Introduction to cover songs- what makes a good cover? Introduction to ensemble roles (Vocals, Guitar, Keys, Bass, Drums) Learn and play basic 4 chord patterns (C, G, Am, F) Whole-class cover: short exploration of a simple pop song 		Course Planner
T1 Wk2	<ul style="list-style-type: none"> Drum Kit: basic pop/rock beat patterns Study EOM (Timbre & Structure) in Rock/Pop repertoire Play as a class ensemble Students learn two short class songs to explore style differences Cognitive Verb – Explain 		
T1 Wk3	<ul style="list-style-type: none"> Expanding harmonic vocabulary: D, Em, A, F Arrangement techniques- layering, dynamics, song form Continue class ensemble work Students begin exploring possible songs for cover performance Select performance groups Cognitive Verbs – Interpret, Demonstrate, Realise 		
T1 Wk4	<ul style="list-style-type: none"> Students finalise song choice for assessment Begin structured rehearsals in groups/solo Study EOM: Texture and Expressive Devices in Pop/Rock covers Explore how artists reinterpret songs through tempo, mood, instrumentation Cognitive Verbs – Use, Interpret, Demonstrate, Realise 		
T1 Wk5	<ul style="list-style-type: none"> Handout Performance Assessment Task- cover song Teach how to write a Performance Assessment Guided rehearsal time with performance groups Cognitive Verbs – Explain, Apply, Interpret, Demonstrate, realise 	Handout Assessment A Exemplar for Performance Statement	
T1 Wk6	<ul style="list-style-type: none"> Individual/group coaching Begin drafting the Performance Statement Technical refinement: tuning, timing, projection, ensemble cohesion 		
T1 Wk7	<ul style="list-style-type: none"> Discuss communicating meaning while performing Apply expressive devices to chosen cover song Continue rehearsals Cognitive Verbs – Interpret, Demonstrate, Realise, Explain 	DRAFT PERFORMANCE DUE	Feedback on Performance
T1 Wk8	<ul style="list-style-type: none"> Complete performance statement Polish performance (transitions, cues, dynamics, stagecraft) 		
T1 Wk9	<ul style="list-style-type: none"> Performance Assessment Due 	PERFORMANCE DUE	
T1 Wk10	<ul style="list-style-type: none"> Recording a given chord progression and manipulating Logic skills – quantize, recording, look, changing instruments Cognitive Verbs – Resolve, Explain, Interpret, Realise 		



Class Course Planner – 2026

Semester 1 Term 1

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: Yr 11 Certificate IV Music (Performance Specialization)

Teacher: Michael Thomas

Term Week	Curriculum Intent	Assessment	Feedback
T1 Wk1	Introduction and Expectations Vet Induction Workbook Handout – Outline Project 2 and three part assessment Individual Performance to Evaluate Skills for Group Selection Group Selection Workplace Health and Safety Overview		Performance Feedback
T1 Wk2	Discuss professional group behaviours Workplace Health and Safety Consolidation Group song 1 selection Individual song selection Complete relevant workbook Create Lunch time rehearsal schedule		Continual Band/ Individual Feedback
T1 Wk3	Discuss professional group behaviours Workplace Health and Safety Consolidation Group song 2 selection Group rehearsals in class/lunch Individual rehearsal in class/lunch Workbook selected topics		Continual Band/ Individual Feedback
T1 Wk4	Discuss professional group behaviours Workplace Health and Safety Consolidation Group song 3 selection Group rehearsals in class/lunch Individual rehearsals in class/lunch Workbook selected topics		Continual Band/ Individual Feedback
T1 Wk5	Discuss professional group behaviours Workplace Health and Safety Consolidation Group song 4 selection Group rehearsals in class/lunch Individual rehearsals in class/lunch Workbook selected topics		Continual Band/ Individual Feedback
T1 Wk6	Discuss professional group behaviours Workplace Health and Safety Consolidation Group song 5 selection Group rehearsals in class/lunch Individual rehearsals in class/lunch Workbook selected topics		Continual Band/ Individual Feedback

T1 Wk7	Hone and perfect group performance and technical piece		Continual Band Feedback
T1 Wk8	Hone and perfect group performance and technical piece Tech piece performances	Workbook Draft Submission Technical piece assessment	Workbook Feedback
T1 Wk9	Hone and perfect group performance and technical piece	Technical piece assessment	Assessment Feedback
T1 Wk10	Performance for all groups – All Songs (Monday) Complete workbook Introduce Project 1 – Event Management	Performance assessment (Monday) Workbook Final Submission	Assessment Feedback



Class Course Planner –2026

Term 1 Semester 1

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: 11 Dance in Practice

Teacher/s: Ms. Oches.

Term Week	Curriculum Intent	Assessment
Weeks 1 - 3	<ul style="list-style-type: none"> Classroom expectations and routines are highlighted and practiced Introduction to unit theme – Celebration How is Dance used to celebrate? Class discussions and activities focused on celebratory dance. At what events do we see Dance as a celebration? Introduction to Australian Harmony Week. What is the Purpose and Mission Statement? How could our class performance at Harmony Week align with the core values of <i>Diversity, Respect, Inclusiveness</i> and <i>Belonging</i>? Teacher facilitates practical dance workshops and choreographic activities to revise key choreographic devices studied in year 10. 	
Week 4	<ul style="list-style-type: none"> Choreography task sheet issued to students. Conditions, requirements and due dates are communicated and noted. Exemplar videos are shown. Groups devised by teacher Groups are allocated one of Harmony Week’s core values – Diversity, Respect, Inclusiveness and Belonging. They use this theme as stimulus for choreographing a group routine that will be performed at Trinity Bay’s Harmony Week celebrations later in the term. Students begin planning and choreographing response. 	Task sheet given
Weeks 5- 6	<ul style="list-style-type: none"> Students continue choreographing in groups, paying close attention to the use of choreographic devices and spatial elements appropriate for a lunchtime performance. Teacher provides feedback where possible Performance location decided on by the students/teacher. One rehearsal takes place in the agreed performance space 	
Weeks 7 -8	<ul style="list-style-type: none"> Students submit formal draft of their choreography. Feedback given by teacher. Students apply feedback to finalise their group routine for Harmony Week Students decide on production element of costumes. Are uniforms most appropriate? Will costumes heighten the performance? Students decide. 	Draft
Week 9	<ul style="list-style-type: none"> Final rehearsals take place Students perform at Harmony Week celebrations. Lunchtime agreed upon by teacher and students (Wendy Chiu HOD Languages is contact) Teacher ensures performance is filmed for academic evidence. Students watch their performance back. Teacher designs appropriate reflection activity to self-identify strengths and areas for development. 	
Week 10	<ul style="list-style-type: none"> Students receive marks back and set a goal for term 2. Term 2 overview – Hip Hop Style. Hip Hop performing and choreographing tasks set by teacher 	



Class Course Planner –2026

Term 1 Semester 1

Trinity Bay SHS

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Class: 12 Dance – Unit 3 - Moving Statements
Teacher/s: Ms. Comino (jxcom6@eq.edu.au)

Term Week	Curriculum Intent	Assessment	Feedback
T1 W1	Introduction to focus question <ul style="list-style-type: none"> How is Dance used to communicate viewpoints? Revision: What is a viewpoint? Students explore how expressive and technical skills help to communicate viewpoints in filmed performances in a range of dance styles Students participate in dance workshops, with focus on expressive and technical skills (style determined by teacher) Teacher continues teaching repertoire for performance task. 		
T1 W2	Contemporary Dance <ul style="list-style-type: none"> Students participate in contemporary dance workshops, with focus on expressive and technical skills Analysis of contemporary dance technique in filmed performances Discuss how viewpoints are communicated in filmed performances. Teacher continues teaching repertoire for performance task. 		
T1 W3	Contemporary Dance <ul style="list-style-type: none"> Criteria and conditions for upcoming performance task clearly outlined. Viewing of A exemplar contemporary performance Teacher continues teaching repertoire for performance task, with focus on expressive and technical skills 	Draft	Individual feedback provided
T1 W4	Performance Task <ul style="list-style-type: none"> Criteria and conditions for upcoming performance task clearly outlined. Viewing of A exemplar contemporary performance Feedback provided to each student and technical and expressive skills refined. 		
T1 W5	Assessment Due <ul style="list-style-type: none"> Students perfect repertoire for performance task Students perform live for assessment Watch performances back and reflect 	Performance Due	Performance filmed
T1 W6	Contemporary Dance <ul style="list-style-type: none"> Revision of focus question: <i>How is Dance used to communicate viewpoints?</i> Review context, viewpoint, purpose of dance. Students participate in contemporary workshop consolidating choreographic devices, led by the teacher. 		
T1 W7	Contemporary Dance <ul style="list-style-type: none"> Students participate in contemporary workshop consolidating choreographic devices, with a focus on incorporating production elements (projection, props, costumes and audio). 		
T1 W8	Stephen Page <ul style="list-style-type: none"> Students explore the work of Stephen Page of Bangarra Dance Theatre Viewing of Page's 2014 work <i>Patyegarang</i>. Students analyse overarching viewpoint, fusion of styles, moments of impact, choreographic devices etc. Research focus: <i>Stephen Page has honoured many significant people in his works (Eg. Patyegarang). Who is a person who holds social, political or historical significance to you?</i> Research past and current social, political or historical global issues or events. 		
T1 W9	Research Focus <ul style="list-style-type: none"> Criteria and conditions for Choreography task provided A exemplar choreography shown Research focus: <i>Stephen Page has honoured many significant people in his works (Eg. Patyegarang). Who is a person or what is a global issue that holds social, political or historical significance to you?</i> 	Choreography Task given	
T1 W10	Choreographic task <ul style="list-style-type: none"> Students begin formulating choreography task, with emphasis on the communication of viewpoints. Proposal including motif development, production elements and structure discussed with teacher 		Proposal due – one on one discussion with teacher



Trinity Bay State High School

Course Planner Term 1

Year 12 Drama

Teacher: Ms Gould

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Review <ul style="list-style-type: none"> • Review elements of drama and conventions of political theatre • Review creating from a production proposal 	
Week 2	Review <ul style="list-style-type: none"> • Review created work (draft) from end of year 11 • Identify areas for improvement • Re-work items from term 4 to finalise submission of IA2 	Drafting
Week 3	Task IA2 & Script work <ul style="list-style-type: none"> • Re-work items from term 4 to finalise submission of IA2 • Read script for performance • Unpack themes and conventions 	Drafting
Week 4	Task IA2 & Presenting <ul style="list-style-type: none"> • Re-work items from term 4 to finalise submission of IA2 • Read script for performance • Unpack themes and conventions • Review presenting skills 	Drafting
Week 5	Task IA2 & IA1 <ul style="list-style-type: none"> • Submit IA2 • Choose sections of script for presenting assessment 	Submit IA2
Week 6	Task IA1 <ul style="list-style-type: none"> • Workshop conventions and presenting skills • Rehearse presenting assessment 	
Week 7	Task IA1 <ul style="list-style-type: none"> • Workshop conventions and presenting skills • Rehearse presenting assessment • Show work in progress for feedback 	Draft due
Week 8	Task IA1 <ul style="list-style-type: none"> • Act on feedback to improve performance • Final rehearsals • Perform IA1 	Submit IA1
Week 9	Styles and conventions <ul style="list-style-type: none"> • Workshop conventions of varying styles of theatre 	
Week 10	Styles and conventions <ul style="list-style-type: none"> • Workshop conventions of varying styles of theatre 	



Class Course Planner – 2026

Unit 3 - Innovations

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: Yr 12 Music

Teacher/s: Mrs Gibbins (jgibb21@eq.edu.au)

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	Introduction to Unit <ul style="list-style-type: none"> Inquiry question Focus for Unit - How do musicians incorporate innovative music practices to communicate meaning when performing and composing? Outline of Unit & Assessment Revisit music elements and key signatures 	Handout IA1 Performance Task	Course Planner
T1 Wk2	Innovations in Popular Music Post 1950 <ul style="list-style-type: none"> The Beatles – Norwegian Wood: Melodic analysis focus Scales and Modes Hand out assessment task Individual/group discussion of repertoire selected 		Initial Consultation about IA1
T1 Wk3	Innovations in Music Pre 1950 (development of the piano & Theme & Variations) <ul style="list-style-type: none"> Development of the piano Analysis of performance techniques and skills Mozart – Twinkle Twinkle Little Star Variations: Music elements analysis and evaluation Theme and Variations 		
T1 Wk4	Composition Activity & feedback on performance <ul style="list-style-type: none"> Composition Activity – Theme and Variations composing Feedback – giving and receiving feedback 30 sec performance Self reflection 		
T1 Wk5	Performance Task Draft <ul style="list-style-type: none"> Performance Practice Peer & Teacher Feedback on Performance Task & Statement of Intent 		DRAFT DUE – IA1 Performance due
T1 Wk6	Performance Practice & finalise T & V Composition <ul style="list-style-type: none"> Performance Practice Peer & Teacher feedback Finalise & Share Theme & Variation Composition 		
T1 Wk7	PERFORMANCE DUE <ul style="list-style-type: none"> Performance Practice 	IA1- PERFORMANCE DUE	
T1 Wk8	Innovation Trends in Modernism Pre 1950 <ul style="list-style-type: none"> Stravinsky – The Rite of Spring: Music elements analysis and evaluation Hand out composition task Individual discussion with student 	Handout IA2 Composition Task A Exemplar	
T1 Wk9	Innovation Trends in Modernism Pre 1950 <ul style="list-style-type: none"> Stravinsky – The Rite of Spring: Music elements analysis and evaluation Composition Work 		Initial Consultation about IA2
T1 Wk10	Innovations in Popular Music Post 1950 incorporating Technology <ul style="list-style-type: none"> Pentatonix – Dance of the Sugar Plum Fairy: Music elements analysis and evaluation Composition Work 		



Class Course Planner – 2026

Semester 1 Term 1

Trinity Bay SHS

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Class: Yr 12 Music in Practice

Teacher: James Phillips

Term Week	Curriculum Intent	Assessment x 2	Feedback x 2
T1 Wk1	<ul style="list-style-type: none"> Outline of Semester Unit & Assessment Introduction to cover songs- what makes a good cover? Understanding purpose and context in contemporary music Introduction to ensemble roles and technology (DI, mics, amps, interfaces) Learn basic contemporary progressions (I-V-vi-IV; vi-IV-I-V) 		Course Planner
T1 Wk2	<ul style="list-style-type: none"> Study EOM (Timbre & Structure) in contemporary repertoire Explore music technology: backing tracks, mixer basics, effects Whole class cover of two contrasting contemporary songs Cognitive Verb – Explain 		
T1 Wk3	<ul style="list-style-type: none"> Arrangement and interpretation techniques for contemporary covers Harmonic expansion: major/minor 7ths, chords and melody Continue ensemble skills Students shortlist songs for assessment Begin researching genre, context, artist intention Cognitive Verbs – Interpret, Demonstrate, Realise 		
T1 Wk4	<ul style="list-style-type: none"> Students finalise song choice Begin structured rehearsal (solo or ensemble) Technology in performance: loops, pads, vocal effects, layering Study how professions reinterpret songs through tempo, texture, instrumentation Cognitive Verbs – Use, Interpret, Demonstrate, Realise 		
T1 Wk5	<ul style="list-style-type: none"> Handout Performance Assessment Task- Contemporary song How to plan a performance: purpose, context, genre/style, instrumentation Begin Powerpoint/speech planning Research session: use of music technology in chosen genre Rehearsals with teacher coaching Cognitive Verbs – Explain, Apply, Interpret, Demonstrate, realise 	Handout Assessment A Exemplar for Performance Statement	
T1 Wk6	<ul style="list-style-type: none"> Individual/group coaching Begin writing the performance statement (analysis of music elements and concepts) Building powerpoint/speech structure Technical refinement: tuning, timing, blend, mic technique, expressive devices 		
T1 Wk7	<ul style="list-style-type: none"> Discuss communicating meaning while performing Apply expressive devices to chosen contemporary song Continue rehearsals Complete planning and performance statement drafts Complete Draft Performance Cognitive Verbs – Interpret, Demonstrate, Realise, Explain 	DRAFT PERFORMANCE DUE	Feedback on Performance
T1 Wk8	<ul style="list-style-type: none"> Finalise Powerpoint/Speech (planning, statement, evaluation prep) Polish performance (transitions, cues, dynamics, stagecraft) Preparation for evaluation sections (self-analysis framework) 		
T1 Wk9	<ul style="list-style-type: none"> Students perform their contemporary cover Students deliver their Powerpoint/speech including planning, statement and evaluation 	PERFORMANCE DUE	
T1 Wk10	<ul style="list-style-type: none"> Record and manipulate a chord progression Logic skills – quantize, recording, loop, changing virtual instruments Cognitive Verbs – Resolve, Explain, Interpret, Realise 		



Class Course Planner – 2026 Semester 3 Term 1

Trinity Bay SHS

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Class: Yr 12 Certificate IV Music (Performance Specialization)

Trainer & Assessor: Michael Thomas

Term Week	Curriculum Intent	Assessment	Feedback
T1 Wk1	Introduce new building and behaviour expectations Introduce Project 6 – 2 nd Instrument Discuss other goals for 2026 (perform opportunities, content creation) Share Tablelands Folk Festival Video Decide 2 nd Instrument Decide on groups Discuss how to learn 2 nd instrument: Share instrument tuition books, online tutorials as required Discuss rehearsal lunch roster		Feedback last year
T1 Wk2	Each lesson: 30 minutes: 2 nd Instrument Study & Rehearsal (tutorial based & self-paced) 40 minutes: group rehearsal Weekly: Stage craft 30 minutes, Workbook 15 minutes		Continuous Instrument Feedback & Practical Teaching on individual instruments
T1 Wk3	Each lesson 30 minutes: 2 nd Instrument Study & Rehearsal (tutorial based & self-paced) 40 minutes: group rehearsal Weekly: Stage craft 30 minutes, Workbook 15 minutes		
T1 Wk4	Each lesson: 30 minutes: 2 nd Instrument Study & Rehearsal (tutorial based & self-paced) 40 minutes: group rehearsal Weekly: Stage craft 30 minutes, Workbook 15 minutes		
T1 Wk5	Each lesson: 30 minutes: 2 nd Instrument Study & Rehearsal (tutorial based & self-paced) 40 minutes: group rehearsal Weekly: Stage craft 30 minutes, Workbook 15 minutes		
T1 Wk6	Each lesson: 30 minutes: 2 nd Instrument Study & Rehearsal (tutorial based & self-paced) 40 minutes: group rehearsal Weekly: Stage craft 30 minutes, Workbook 15 minutes		
T1 Wk7	Each lesson: 30 minutes: 2 nd Instrument Study & Rehearsal (tutorial based & self-paced)		

	40 minutes: group rehearsal Weekly: Stage craft 30 minutes, Workbook 15 minutes		
T1 Wk8	Each lesson: 30 minutes: 2 nd Instrument Study & Rehearsal (tutorial based & self-paced) 40 minutes: group rehearsal Weekly: Stage craft 30 minutes, Workbook 15 minutes		
T1 Wk9	Project 6 – 2 nd Instrument Performance Assessment technical piece and group performances	Project 6 – 2 nd Instrument Performance Assessment	Feedback on Project 6 performance
T1 Wk10	Project 6 – 2 nd Instrument Performance Assessment technical piece and group performances	Workbook assessment due	Feedback on Workbook



Class Course Planner – 2026

Unit 3 - Explore

Trinity Bay SHS

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Class: Yr 12 Music Extension

Teacher/s: Mrs Gibbins (jgibb21@eq.edu.au) and Ms Arad (nmara22@eq.edu.au)

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk2	Best Practice, Goal setting <ul style="list-style-type: none"> Develop techniques of best practice Effective & efficient rehearsal strategies, characteristics of style/genres Self reflection - Set goals 		Course Planner
T1 Wk3	Models of Apprenticeship <ul style="list-style-type: none"> Oral traditions Cognitive apprenticeship Interactive learning 	Handout IA1 Task	Initial Consultation about IA1
T1 Wk4	Reflective Practice <ul style="list-style-type: none"> Critical reflection practice Discussion about IA1 task 		
T1 Wk5	Metacognitive Skills <ul style="list-style-type: none"> Set and Review goals to achieve IA1 Exemplars for Composition and Performance Statement 	Statement Exemplars	
T1 Wk6	Oral traditions <ul style="list-style-type: none"> Critical reflection – oral traditions Masterclass – IA1 DRAFT DUE 	DRAFT IA1- PERFORMANCE/ COMPOSITION & STATEMENT DUE	Feedback on Draft – Teacher & Peer
T1 Wk7	Interactive learning <ul style="list-style-type: none"> Performance Practice Reflect on feedback from Draft for further improvement 		Feedback on Draft – Teacher & Peer
T1 Wk8	Consolidate Best Practice <ul style="list-style-type: none"> IA1 DUE Increased independence Discuss IA2 and Reflective practice record Examine repertoire from their specialisation and respond to questions to explore the music elements	IA1- PERFORMANCE/ COMPOSITION & STATEMENT DUE	
T1 Wk9	Cognitive Apprenticeship <ul style="list-style-type: none"> Critically reflect on progress to date, suggest strategies for future improvement Post submission reflection 	I	
T1 Wk10	Cultural Knowledge <ul style="list-style-type: none"> Discussion about IA2 Task Set goals for IA2 Reflect on previous goals and results for improvement 	Handout IA2 Task	