

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: Ms. Comino, Ms. Ryan, Ms. Sands

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

Trinity Bay SHS
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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 2024

Trinity Bay SHS
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Class: Yr 7 Music (MUS)

Teacher/s:

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



Class Course Planner –2024

Year 8 Dance

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Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	Introduction to Dance – Hip Hop <ul style="list-style-type: none"> Establish rules and classroom procedures. Hand out course planners. Questioning activity: What dance elements do you remember from last year? What is a warm up? Why do we warm up? Complete a warm up including stretches, arm sequences, travelling steps. Begin learning a basic Hip-hop routine 	Revision	Course Planner
Wk2	Hip Hop <ul style="list-style-type: none"> Revision of hip-hop routine Define ENERGY (sharp vs flowing vs bouncy) SPACE, TEMPO. How can Energy, Space and Tempo be applied to the routine? 		
Wk3	Contemporary <ul style="list-style-type: none"> Introduction to contemporary dance workshops Learn contemporary routine with clear meaning. How is meaning expressed through the movement? 		
Wk4	Contemporary <ul style="list-style-type: none"> Continue learning contemporary routine with clear meaning Revise CANON, UNISON and FORMATIONS Students identify when the above elements are employed in contemporary routine 		
Wk5	Salsa <ul style="list-style-type: none"> Introduction to Salsa dance Revise: LOCOMOTOR and NON-LOCOMOTOR Begin learning salsa routine Students apply own locomotor movements to salsa routine 		
Wk6	Salsa <ul style="list-style-type: none"> Salsa routine completed. Define: REPETITION, DIRECTIONS Task sheet given to students – requirements discussed. Students begin choreographing last 16 counts of each section. 	TASK SHEET GIVEN	
Wk7	Presenting Task <ul style="list-style-type: none"> Define: TRANSITIONS Rehearse choreography and performance in groups Add transitions to the piece in small groups, add formation changes and rehearse them for assessment next week 		
Wk8	Presenting Task <ul style="list-style-type: none"> Rehearsal of performance task 	DRAFT DUE	Teacher offers students feedback to improve performance
Wk9	Responding Task <ul style="list-style-type: none"> Presentation of Performance and Choreography 	TASK DUE	
Wk10	Reflection <ul style="list-style-type: none"> Reflect on performance 		MARKS RETURNED



Class Course Planner – 2024

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Class: Year 8 Drama

Teacher: Ms Gould / Mrs Walsh / Mr Beatty / Mrs Wallwork

Week	Curriculum Intent		Assessment x3	Feedback x3
Wk1	Review Elements of Drama <ul style="list-style-type: none"> Review rules and expectations of Drama Review role, relationships and focus 	Elements of Drama <ul style="list-style-type: none"> Tension – identifying and creating the four types of tension 		Course Planner
Wk2	Introduction to scripts <ul style="list-style-type: none"> The parts of a script How to take on a role from a script Identifying tension in a script 	Review Performance skills <ul style="list-style-type: none"> Use of stage space Presenting skills – speaking in a clear voice, facing the audience, not blocking etc. Working with practice scripts 		
Wk3	Script Context <ul style="list-style-type: none"> Watch School of Rock and complete worksheets 	Script Context <ul style="list-style-type: none"> Complete film Examine roles from film 		
Wk4	Making (Presenting) assessment <ul style="list-style-type: none"> Identify assessment expectations Groups and scripts allocated How to block a scene and effectively rehearse 	Making (Presenting) assessment- Check in <ul style="list-style-type: none"> Learning lines Creating the elements of drama in performance 	MAKING (PRESENTING) TASK GIVEN	DRAFT/CHECK IN
Wk5	Making (Presenting) assessment- Check in <ul style="list-style-type: none"> Learning lines Creating the elements of drama in performance Show work so far, get feedback 	Assessment Perform script in costume with lines memorised	MAKING (PRESENTING) TASK DUE	DRAFT/CHECK IN
Wk6	Reflection <ul style="list-style-type: none"> Watch recording of performances Feedback 	Script Context <ul style="list-style-type: none"> Watch Matilda and complete worksheets 		
Wk7	Script Context <ul style="list-style-type: none"> Watch Matilda and complete worksheets 	Review Matilda <ul style="list-style-type: none"> Review characters and key plot points Examine the idea of ‘deleted scenes’ Review creating dialogue (year 7) 		
Wk8	Making (Forming) assessment <ul style="list-style-type: none"> Identify assessment expectations Groups allocated Create and rehearse scene 	Making (Forming) assessment/Check in <ul style="list-style-type: none"> Create and rehearse scene Creating the elements of drama in performance 	MAKING (FORMING) TASK GIVEN	
Wk9	Making (Forming) assessment/Check in <ul style="list-style-type: none"> Create and rehearse scene Creating the elements of drama in performance Show work so far, get feedback 	Assessment <ul style="list-style-type: none"> Demonstrate deleted scene (costumes and props as required) 	MAKING (FORMING) TASK DUE	DRAFT/CHECK IN
Wk10	Reflection <ul style="list-style-type: none"> Watch recording of scenes Reflection 	Reflection <ul style="list-style-type: none"> Results Reflect on unit and learning 		Results



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Class: Yr 8 Music

Teacher/s: Mrs Gibbins (jgibb21@eq.edu.au), Ms Arad (nmara22@eq.edu.au), Mr Phillips (jphil415@eq.edu.au)

This course planner can be taught with either assessment task first.

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk 1	Composing chords & structure <ul style="list-style-type: none"> Structure design - Intro, A, transition, B, outro Chords – C & Am Aural – chord recognition Recording & editing in GarageBand 	Hand out Composing Task	Course Planner
Wk 2	Composing a drum part and a Bass line <ul style="list-style-type: none"> Recording for drums 		
Wk 3	Composing a Bass line <ul style="list-style-type: none"> Creating a bass line that suits your chords using broken chords Introducing 		
Wk 4	Composing a melody using pentatonic scale <ul style="list-style-type: none"> Pentatonic scale Creating a melodic riff/melody Recording & editing 		
Wk 5	Final production components <ul style="list-style-type: none"> Creating a B section and other parts such as Intro, Outro, transition Climax Track Automation and Volume Other effects or sounds Sharing to iTunes/Airdropping to teacher 	FORMAL – COMPOSING TASK DUE	
Wk 6	Instrument Rotation – Drums <ul style="list-style-type: none"> Parts of the kit Posture & Technique Reading Drum music & technical exercises		
Wk 7	Instrument Rotation – Bass Guitar <ul style="list-style-type: none"> Parts of the bass guitar Posture & Technique Reading Bass Tab & Bass clef Technical Exercises		
Wk 8	Instrument Rotation – Electric Guitar <ul style="list-style-type: none"> Part of the guitar Posture & Technique Reading guitar Tab & technical exercises		
Wk 9	Instrument Rotation - Keyboard <ul style="list-style-type: none"> Posture & Technique Treble & Bass clef Technical exercises Chords		
Wk 10	Performance TASK <ul style="list-style-type: none"> Aural & Theory Work Performance Task Reflection & Feedback 	FORMAL – Performance TASK DUE	Feedback & Review



Class Course Planner - Term 2 Semester 1

Trinity Bay SHS

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Class: 9 Dance – Musical Theatre

Teacher/s: Miss. Sands (cjsan0@eq.edu.au), Miss. Ryan.

Term Week	Curriculum Intent	Assessment	Feedback
T2 Wk1	Musical Theatre <ul style="list-style-type: none"> Introduction to unit, genre and styles Practical workshops in a range of styles Focus on expressive and technical skills 		
T2 Wk2	Musical Theatre <ul style="list-style-type: none"> Assessment requirements outlined Students begin learning assessment repertoire Focus on expressive and technical skills 	Performance assessment task given	
T2 Wk3	Musical Theatre <ul style="list-style-type: none"> Students continue learning assessment repertoire Focus on expressive and technical skills 		
T2 Wk4	Musical Theatre <ul style="list-style-type: none"> Students finish learning assessment repertoire and participate in formal draft performance. Teacher to give feedback. Focus on expressive and technical skills 		Draft performance. Feedback given.
T2 Wk5	Dance Night Preparation <ul style="list-style-type: none"> Students perform for assessment. Focus on expressive and technical skills 	Performance assessment task due	
T2 Wk6	Responding task preparation <ul style="list-style-type: none"> Revision of movement components and production elements Students practice responding to dance on film, and participate in class activities to improve interpretation, analysis and evaluative skills. Students revise feedback on responding task from previous term and apply feedback to responding activities. 	Responding assessment task given	
T2 Wk7	Dance Night – Wednesday 25th August <ul style="list-style-type: none"> Students perform at Dance Night Responding task <ul style="list-style-type: none"> Criteria sheet given, and requirements of task identified Students begin drafting their written response. 		
T2 Wk8	Responding task <ul style="list-style-type: none"> Students continue drafting their response. Formal drafts due at the end of the week. 		Draft Due. Feedback given.
T2 Wk9	Responding task <ul style="list-style-type: none"> Students receive draft feedback and apply to their response 		
T2 Wk10	Responding task due <ul style="list-style-type: none"> Students submit their final response for assessment Students watch Dance Night 2020 and reflect on the term. 	Responding assessment task due	



Class Course Planner –2024

Semester 1, Term 2:

TheatreSports

Trinity Bay SHS

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Class: 9 Drama

Teacher: Ms Gould agoul30@eq.edu.au & Mrs Walsh vwals2@eq.edu.au

Week	Curriculum Intent	Assessment 3	Feedback x 3
Wk1	Intro to Improvisation <ul style="list-style-type: none"> Introduction to improvisational drama Watch scenes from <i>Whose Line is it Anyway?</i> And <i>Thank God You're Here</i> Golden rules of improvisation improvisational techniques - all games must have a beginning/ middle /climax/ and conclusion 		Course Planner
Wk2	Improvisation <ul style="list-style-type: none"> Students experiment with improvising View Senior CAD Drama exemplars of <i>Space Jump</i> and <i>Commercial</i> Learn improv games: <i>Space Jump</i> and <i>Commercial</i> Practical activities in relation to improvisation and games Revise elements of drama such as role, relationships, tension, use of space and movement through practical activities 		
Wk3	Improvisation <ul style="list-style-type: none"> Practical improv activities continue Revise <i>Space Jump</i> and <i>Commercial</i> Revise use of space and movement through practical activities Learn improv game: <i>Slow motion commentary</i> View exemplar by Senior CAD Drama 		
Wk4	Improvisation <ul style="list-style-type: none"> Revise <i>Slow motion commentary</i> Practical improv activities continue in preparation for assessment Intro the game - <i>Film Styles</i> and <i>Whose Line Is It?</i> View Senior CAD Drama exemplars 		
Wk5	Forming Task Given <ul style="list-style-type: none"> Explain requirements needed for Forming Task Revise <i>Film Styles</i> and <i>Whose Line Is It?</i> Students form groups for Forming Task 	Forming task sheet given	
Wk6	Improvisation <ul style="list-style-type: none"> Revise games learnt in their theatre sport groups, Revise the elements of role, relationships, tension, space Revise and prac rules associated with each game learnt 		
Wk7	Improvisation <ul style="list-style-type: none"> Students practice games within their groups Rehearse in preparation for assessment Teacher and students give constructive feedback on games performed 	Feedback	
Wk8	Improvisation <ul style="list-style-type: none"> Students practice games within their groups Rehearse in preparation for assessment Teacher and students give constructive feedback on games performed 		Feedback given on performances
Wk9	Assessment <ul style="list-style-type: none"> Students participate in forming assessment Watch assessment back and reflect 	Assessment	
Wk10	Reflect <ul style="list-style-type: none"> Drama Game Activities 		



Class Course Planner – 2024

Semester 1 Term 2

Trinity Bay SHS

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Class: Yr 9 Music

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

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Musical Elements & Baroque Music <ul style="list-style-type: none"> Revise musical elements – Melody, Duration, Harmony, Structure, Dynamics, Texture, Timbre Accompaniment Patterns – Alberti bass, jump bass, arpeggio bass Cadences – Perfect, Plagal, Imperfect, Interrupted Score Read keyboard repertoire Baroque Music 		Course Planner
T2 Wk2	Classical Music <ul style="list-style-type: none"> Classical Music and techniques Listen and score read piano repertoire Classical techniques Composition Task - Using Sibilieus music software. 	Handout Composition Task	
T2 Wk3	Classical Music <ul style="list-style-type: none"> Classical Music and techniques Composition - Feedback on compositions Keyboard playing 		Feedback on compositions
T2 Wk4	Classical Music <ul style="list-style-type: none"> Classical Music and techniques Study piano repertoire analysing Classical Period Composition Keyboard playing 		Feedback on compositions
T2 Wk5	Romantic Music <ul style="list-style-type: none"> Romantic Music and techniques Study piano repertoire analysing Romantic Period Draft Composition 	Draft Composition Due	Feedback on draft compositions
T2 Wk6	Composition Work <ul style="list-style-type: none"> Composition Keyboard playing from the booklet 		Feedback on compositions
T2 Wk7	Romantic Music <ul style="list-style-type: none"> Romantic Music and techniques Study piano repertoire analysing Romantic Period Paragraph writing Composition Keyboard playing 	COMPOSITION DUE	
T2 Wk8	A Exemplar <ul style="list-style-type: none"> Deconstruct A Exemplar Keyboard playing 	A exemplar	
T2 Wk9	Revision <ul style="list-style-type: none"> Revision for exam Keyboard playing 		
T2 Wk10	Responding Exam <ul style="list-style-type: none"> Exam Keyboard Playing 	Responding EXAM	



Class Course Planner – 2024

Semester 1 Term 2

Trinity Bay SHS

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Class: Yr 9 Practical Music

Teacher: James Phillips

Term Week	Curriculum Intent	Assessment x 3	Feedback x 2
T2 Wk1	<ul style="list-style-type: none"> Outline of Semester Unit & Assessment Expectations and Equipment Beat Challenge- Composition Introduce 3 week challenge assessment- Dance Monkey 	HANDOUT PERFORMANCE ASSESSMENT	Course Planner
T2 Wk2	<ul style="list-style-type: none"> Handout composition task to students Discuss exemplar and composition requirements Continue practising for 3 week challenge assessment 	HANDOUT COMPOSITION ASSESSMENT	
T2 Wk3	<ul style="list-style-type: none"> Intro to creating original drum kit part Create drum kit part for composition PERFORMANCE ASSESSMENT- DANCE MONKEY 	PERFORMANCE ASSESSMENT DUE	
T2 Wk4	<ul style="list-style-type: none"> Intro to creating bass and chords Create bass and chords part for the composition Introduce students to Wade in the Water Play the drum kit part for Wade in the Water 		
T2 Wk5	<ul style="list-style-type: none"> Intro to improvising and creating melody Create improvised melody for composition Revise the drum kit part for Wade in the Water Play the bass guitar part for Wade in the Water 		
T2 Wk6	<ul style="list-style-type: none"> Creating the transition and part B of the composition task Revise original section based on verbal feedback Revise the drum kit and bass part for Wade in the Water Play the guitar part for Wade in the Water 		
T2 Wk7	<ul style="list-style-type: none"> COMPOSITION DRAFT DUE Revise the drum kit, bass and guitar parts for Wade in the Water Play the keyboard part for Wade in the Water 	COMPOSITION DRAFT DUE	Feedback on Composition
T2 Wk8	<ul style="list-style-type: none"> Receive written feedback for draft composition Revise composition based on teacher feedback Select instrument part for Wade in the Water Practice for performance assessment 		
T2 Wk9	<ul style="list-style-type: none"> COMPOSITION ASSESSMENT DUE 	COMPOSITION ASSESSMENT DUE	
T2 Wk10	<ul style="list-style-type: none"> PERFORMANCE ASSESSMENT DUE STUDENTS COMPLETE PERFORMANCE STATEMENT WORKSHEET 	PERFORMANCE ASSESSMENT DUE	



Class Course Planner Term 2

Trinity Bay SHS

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Class: 10 Dance

Teacher/s: Ms. Comino, Ms Sands and Ms. Ryan

Term Week	Curriculum Intent	Assessment x 1	Feedback x 4
T2 Wk1	Revision of Hip Hop and Dance Elements <ul style="list-style-type: none"> Evolution of hip hop – theoretical exploration View hip hop dance on film and in music videos; participate in class discussion about the different styles of hip hop and effective use of dance elements to communicate a theme or storyline Learn three short hip hop sequences that each explore a different hip hop style and theme or storyline; apply spatial elements and choreographic devices in partners 		
T2 Wk2	Assessment Task <ul style="list-style-type: none"> Distribute task sheet for Assessment Task 2: Choreographing Discuss assessment conditions and expectations Form partners for assessment (groups of 2 only) and brainstorm elements to include in choreography to communicate theme Students commence choreographing assessment taking into consideration spatial elements and choreographic devices 	Distribution of task sheet to students	
T2 Wk3	Assessment Task <ul style="list-style-type: none"> Students continue choreographing assessment Checkpoint 1: Choreography viewing and discussion with teacher 	Checkpoint 1: Choreography Viewing and Discussion	Verbal discussion with teacher providing feedback to students
T2 Wk4	Assessment Task <ul style="list-style-type: none"> Students finalise choreographing assessment Checkpoint 2: Choreography viewing, written feedback from teacher provided to students 	Checkpoint 2: Choreography viewing with discussion about site-specific locations for Dance Film.	Written feedback from teacher provided to students for <u>practical</u> component
T2 Wk5	Assessment Task <ul style="list-style-type: none"> Commence writing Statement of Intent for choreography assessment Commence filming choreography assessment in site-specific locations 		
T2 Wk6	Assessment Task <ul style="list-style-type: none"> Draft Statement of Intent submitted to teacher for feedback Check in with teacher regarding filming Editing video of dance 	Checkpoint 3: Draft Statement of Intent submitted to teacher	Written feedback from teacher provided to students for <u>written</u> component
T2 Wk7	Assessment Task <ul style="list-style-type: none"> FINAL assessment submitted to teacher (written component and practical component) 	FINAL DUE	
T2 Wk8, Wk9 & Wk10	Preparation for Dance Night in Term 3 <ul style="list-style-type: none"> Workshop class choreography for performance opportunity in Term 3 Teacher uses this opportunity to model Project (Assessment Task 3) 		Task sheet with grades returned to students



Class Course Planner – 2024

Semester 1, Term 2: UNIT 2

Trinity Bay SHS

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Class: 10 & 11 Drama

Teacher/s: Ms Gould agoul30@eq.edu.au

Term Week	Curriculum Intent	Assessment	Feedback
T2 Wk1	Exploration of theatre styles <ul style="list-style-type: none"> Australian gothic Conventions of the style. Historical context. 		
T2 Wk2	Exploration of theatre styles <ul style="list-style-type: none"> Cinematic theatre Conventions of the style. 		
T2 Wk3	Play study <ul style="list-style-type: none"> Read full length play Identify Australian gothic conventions used 		
T2 Wk4	Devising, directing and transforming. <ul style="list-style-type: none"> Exercises to develop directing & devising skills. Workshop transforming play texts to Contemporary style. Unpack expectations and timelines of task 	IA3 given – Project Director’s Vision & Performance (35%)	
T2 Wk5	IA3 – Project: workshop concept <ul style="list-style-type: none"> Identify text excerpts to be used. Create concept outline. View example productions. 		Submit concept outline
T2 Wk6	IA3 – Project: workshop concept <ul style="list-style-type: none"> Workshop sections to demonstrate the use of dramatic languages to transform the text. Workshop concepts to identify purpose and conventions to be used. Feedback on concept outline. Photograph or record examples. 		Drafting
T2 Wk7	IA3 – Project: workshop concept <ul style="list-style-type: none"> Workshop sections to demonstrate the use of dramatic languages to transform the text. Workshop concepts to identify purpose and conventions to be used. Feedback on concept outline. Photograph or record examples. 		Drafting
T2 Wk8	IA3 – Project <ul style="list-style-type: none"> Photograph or record examples. Create multimedia to support vision. Analyse and evaluate the use of dramatic languages in your vision. 		Drafting
T2 Wk9	IA3 – Project <ul style="list-style-type: none"> Analyse and evaluate the use of dramatic languages in your vision. Record draft of pitch, and submit for feedback. 	IA3 Director’s Vision Draft due	
T2 Wk10	Year 10 on work experience. Year 11 workshop visions to transform to performance.		



Class Course Planner – 2024 Semester 1 Term 2

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: Year 10 Music

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

Term Week	Curriculum Intent	Assessment x 2	Feedback x 3
T2 Wk1	Lyric Writing and Compositional Basics <ul style="list-style-type: none"> Creating lyrics 		Course Planner
T2 Wk2	Melody Writing and Chord Progressions <ul style="list-style-type: none"> Creating chord progression Improvising over a chord progression to create melody Adapting lyrics to melody Recording lyrics using the audio interface 		
T2 Wk3	Drums, Bass, and Structure <ul style="list-style-type: none"> Creating a drumbeat Creating a bass line Structuring the composition – Start, middle, and end 	HANDOUT COMPOSITION TASK	
T2 Wk4	Practice and Finalise Composition Skills <ul style="list-style-type: none"> Logic Masterclass A Exemplar of Statement of Intent Exploring themes and ideas 		Scaled Proficiency feedback and self reflection
T2 Wk5	Composition Task <ul style="list-style-type: none"> Drafting a composition schedule Creating a new composition is 1% inspiration, 99% perspiration 		
T2 Wk6	Composition Draft Due <ul style="list-style-type: none"> Composition draft due Statement of Intent draft due 	COMPOSITION and STATEMENT OF INTENT DRAFTS DUE THURSDAY 23rd MAY	
T2 Wk7	Composition Work and Statement of Intent <ul style="list-style-type: none"> Reflect on composition and compositional process Statement of Intent writing workshop 		Draft Feedback
T2 Wk8	Composition Due <ul style="list-style-type: none"> Composition Work Complete Statement of Intent 	COMPOSITION and STATEMENT OF INTENT DUE THURSDAY 6th JUNE	
T2 Wk9	Peer Assessment <ul style="list-style-type: none"> Listening to classes composition tasks Providing feedback Reflecting on the compositional process 		Composition Feedback
T2 Wk10	WORK EXPERIENCE Introduction to next unit New course planner to be issued		



Class Course Planner – 2024

Semester 1 Term 2

Trinity Bay SHS

Hoare Street

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Class: Yr 10 Practical Music

Teacher: James Phillips

Term Week	Curriculum Intent	Assessment x 2	Feedback x 2
T2 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
T2 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 		
T2 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 		
T2 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 		
T2 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	
T2 Wk6	<p>Practising for Assessment</p> <ul style="list-style-type: none"> Practise for assessment Start Performance Statement draft/activity 		
T2 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
T2 Wk8	<p>Practising for Assessment</p> <ul style="list-style-type: none"> Practise for assessment Complete Performance Statement 		
T2 Wk9	<p>Performance Assessment Due</p> <ul style="list-style-type: none"> Performance Due 	PERFORMANCE DUE	
T2 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 – Semester 1 Term 2

Trinity Bay SHS

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Class: Yr 10 Cert II Music Industry

Trainer/ assessor: Mr Molen

Term Week	PROJECT 2 – Playing music and notation Units of Competency CUAMPF201 - Play or sing simple musical pieces CUAMPF204 - Play or sing music from simple written notation	Assessment x 2	Feedback x 3
T2 Wk1	<ul style="list-style-type: none"> Course Planner Project 2 Task sheet Revise setting up/ packing up, lead winding, tuning guitars etc. Prac – discuss own choice repertoire (songs) 		Course Planner Achievement Ladder
T2 Wk2	<ul style="list-style-type: none"> Complete practice plan Individual and/ or group members Tutorials required, audio, chord charts, lyrics etc. Key changed (if required) 		
T2 Wk3	<ul style="list-style-type: none"> Working on the arrangement and style Individual/ group prac 		
T2 Wk4	PROJECT 2 ASSESSMENT – Theory and notation Written – Short answer test	ASSESSMENT 1	
T2 Wk5			Feedback on Written test
T2 Wk6	<ul style="list-style-type: none"> Prac 		Feedback on Performing Drafts
T2 Wk7	WORK EXPERIENCE DELIVERY PROJECT 2 ASSESSMENT – Individual/ group performance	ASSESSMENT 2	
T2 Wk8	<ul style="list-style-type: none"> Watch performances Complete any unfinished tasks 		Feedback on Performances and progress
T2 Wk9	BLOCK EXAMS		
T2 Wk10	WORK EXPERIENCE		

*Draft Performance may not occur due to the musical.



Class Course Planner –2024

Term 2 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
T2 Wk1	Choreography: <ul style="list-style-type: none"> Students reflect on choreography feedback from term 1 Reminder of unit focus question Overview of term 2 – assessment and expectations Students continue to develop their choreography for IA2 Practical choreographic workshops revising last term's work 		
T2 Wk2	Choreography: <ul style="list-style-type: none"> Students participate in second formal checkpoint – Whole practical complete Teacher offers feedback Students turn attention to choreographic statement. Teacher gives exemplar. 	Checkpoint 2	
T2 Wk3	Choreography: <ul style="list-style-type: none"> Students continue writing choreographic statement, and submit draft. Teacher offers feedback Rehearsals continue for practical components 	Checkpoint - Statement	
T2 Wk4	Choreography Task Given: <ul style="list-style-type: none"> Students apply feedback to written component Students finalise rehearsal period for IA2. Costumes and props finalised. An order is confirmed for next week's submission of choreography. 		
T2 Wk5	Choreography Task Due <ul style="list-style-type: none"> Submission of choreographic task Reflection on own work and other's 	Choreography due	
T2 Wk 6	Unit 2: Moving Through Environments <ul style="list-style-type: none"> Introduction to new unit. Assessment, timelines, expectations. Focus Question: How does the integration of the environment shape dance to communicate meaning? Students watch key dance works on film and analyse the non-traditional performances spaces 		
T2 Wk7	Site specific dance <ul style="list-style-type: none"> Students explore how their previous choreography work could be manipulated by incorporating a non-traditional performance space around the school. With the use of cameras, students manipulate phrases from their choreography task and enhance their impact by incorporating the architecture and environment of the school. Reflect on film. 		
T2 Wk8	<ul style="list-style-type: none"> Teacher led workshops on creating and presenting in and through specific physical sites around the school. Manipulate teacher-led choreography by interacting with non-traditional dance space Assessment requirements and expectations – what and when is assessment? Introduction to Site-Specific Choreography Create two proposals based on the stimulus 	IA3 Task Sheet handed out	
T2 Wk9	<ul style="list-style-type: none"> View Exemplars x 3 Song Plan – listen to song and plan form and site-specific edits that are required. Motif and sequence development Students continue developing response to IA3 		
T2 Wk10	<ul style="list-style-type: none"> Continue to choreograph Dance Project and begin teaching participants. Checkpoint 1 – Choreography filmed 	Checkpoint 1	Verbal Feedback given



Class Course Planner – 2024

Unit 3 - Innovations

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: Yr 11/12 Music

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

Term Week	Curriculum Intent	Assessment	Feedback
T2 Wk1	Innovations in Music Pre 1950 incorporating Technology <ul style="list-style-type: none"> Innovative electronic instruments Composition Work 		Course Planner
T2 Wk2	Composition Focus <ul style="list-style-type: none"> Composition Work Peer & Teacher Feedback on Composition Task & Statement of Intent 		
T2 Wk3	Composition Task Draft <ul style="list-style-type: none"> Composition Work Peer & Teacher Feedback on Composition Task & Statement of Intent 	IA2 Draft Due Year 12 FRIDAY 3rd MAY	
T2 Wk4	Innovations in Music Post 1950 incorporating Technology <ul style="list-style-type: none"> Begin link to next unit – analysis of electronic music in film Chariots of Fire, Blade Runner, Tron 	IA2- COMPOSITION & COMPOSITION STATEMENT OF INTENT DUE	
T2 Wk5	Film Music - Characterisation <ul style="list-style-type: none"> Inquiry question Focus for Unit - How do musicians manipulate music elements and concepts to communicate narrative when performing, composing and responding to music? Outline of Unit & Assessment James Bond Theme : Music elements interpretation, analysis and evaluation 	IA2 Draft Year 11 IA2 Final Due Year 12 FRIDAY 17th MAY	
T2 Wk5	Program Music – Mood/Atmosphere & Action <ul style="list-style-type: none"> Composing a character theme Nigel Westlake - Antarctica : Music elements interpretation, analysis and evaluation 		
T2 Wk7	Musical Theatre <ul style="list-style-type: none"> “I Dreamed a Dream” from Les Miserables : Music elements interpretation, analysis and evaluation Vocal forms 	IA2 Final Due Year 11 FRIDAY 31st MAY	Initial Consultation about IA3 Year 12
T2 Wk8	Handout IA3 Task <ul style="list-style-type: none"> Analysis of performance techniques and skills Handout IA3 Task and discuss 	Handout IA3 Integrated Project Task A Exemplar	
T2 Wk9	Individual Work on IA3 <ul style="list-style-type: none"> Individual work on task Consultation with teacher on viewpoint and repertoire chosen 		Initial Consultation about IA3 Year 11
T2 Wk10	Individual Work on IA3 <ul style="list-style-type: none"> Individual work on task 	IA3 Draft 1 Due Year 12 FRIDAY 21st JUNE	



Class Course Planner – 2024

Semester 1 Term 2- The Cutting Edge

Trinity Bay SHS

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www.trinitybayshs.eq.edu.au

Class: Yr 11 Music in Practice

Teacher/s: Mr Phillips (jphil415@eq.edu.au)

Term Week	Curriculum Intent	Assessment x 2	Feedback x 3
T2 Wk1	Introduction, Revision & Expectations <ul style="list-style-type: none"> Major & Minor chords Basic melody writing Repertoire listening Introduction to Logic Pro 		Course Planner
T2 Wk2	Chords – I IV V, layering and creating tracks <ul style="list-style-type: none"> Repertoire analysis- how are DAW being used? Chords – I IV V through prac Logic Activity-layering and creating bass line and chords Changing technology in Pop music- activities Create pop song on Logic 		
T2 Wk3	Music Technology in Reggae and Fusion <ul style="list-style-type: none"> Changing technology in Reggae music- activities Examine fusion genres and how different musical elements are manipulated Creating a reggae song on Logic 		
T2 Wk4	Music Technology in Rock <ul style="list-style-type: none"> Repertoire analysis- how has music technology changed in Rock? Examine different sub-genres of Rock and use of technology- psychedelic, folk, baroque pop, grunge Creating a rock song on Logic Handout Composition Task and discuss requirements 	HANDOUT COMPOSITION TASK	
T2 Wk5	Exemplar and steps – Inputting into Logic Pro <ul style="list-style-type: none"> Examine exemplar Discuss basic first steps to get started Inputting into Logic Pro 		
T2 Wk6	Inputting into Logic Pro- Composition <ul style="list-style-type: none"> Inputting into Logic Pro Submit draft assessment 	DRAFT COMPOSITION TASK	Feedback on Draft Composition Assessment
T2 Wk7	Receive feedback from Draft <ul style="list-style-type: none"> Receive feedback from draft assessment Make changes based on feedback Inputting into Logic Pro 		
T2 Wk8	Inputting into Logic Pro- <ul style="list-style-type: none"> Inputting into Logic Pro Final changes to composition task 		
T2 Wk9	COMPOSITION TASK DUE <ul style="list-style-type: none"> Submit composition task via AirDrop or MP3 export 	COMPOSITION TASK DUE	
T2 Wk10	Reflection on COMPOSITION TASK <ul style="list-style-type: none"> Reflection on composition task Marks handed back to students Sharing compositions Introduction to next term 		Feedback on Composition Assessment



Class Course Planner – Semester 1 Term 2

Trinity Bay SHS

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Class: Yr 11 Certificate IV Music (Performance Specialization)

Teacher: Chris Molen

Term Week	Curriculum Intent	Assessment	Feedback
T2 Wk1	Introduce Project 3 – Group Performances Student Band Selection Teacher Selected Performance Pieces		
T2 Wk2	Workbooks Band Work Song 1		Continuous Band Feedback
T2 Wk3	Workbooks Band Work Song 2		Continuous Band Feedback
T2 Wk4	Workbooks Band Work Song 3		Continuous Band Feedback
T2 Wk5	Workbooks Band Work Song 4		Continuous Band Feedback
T2 Wk6	Workbooks Band Work Song 5		Continuous Band Feedback
T2 Wk7	Workbooks Band Work Song 6		Continuous Band Feedback
T2 Wk8	LUNCH TIME CONCERT	Project 1 – Event Management Assessment	
T2 Wk9	Project 3 – Group Performances Assessment	Project 3 – Group Performances Assessment	Project 1 Feedback
T2 Wk10			Project 3 Feedback



Class Course Planner –2024 Term 2

Trinity Bay SHS

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Class: *Dance in Practice Year 10 and 11*

Teacher: *Kate Ryan* kmrya1@eq.edu.au

Term 2	Curriculum Intent	Assessment	Feedback
W1 -2	<p><u>Introduction to Term 2 – Celebration</u></p> <ul style="list-style-type: none"> How is Dance used as a means of Celebration? Reflect on Term 1 Harmony Week performance. How did we use Dance to celebrate diversity, inclusion, respect and belonging? Overview of unit. Performance Task assessment at Spirit Week discussed. Teacher leads workshops focusing on technical and expressive skills within popular dance styles. 		
W3-4	<p><u>Celebration</u></p> <ul style="list-style-type: none"> Teacher leads workshops focusing on technical and expressive skills within popular dance styles. How can movement components, production elements, technical and expressive skills help dancers and choreographers to use Dance as a means for celebration? Watch film excerpts of how Dance is used as a means of cultural and social celebration. Week 4 – Assessment task sheet given. Teacher starts teaching assessment repertoire. 	Task sheet distributed	
Wk5 - 6	<p><u>Celebration</u></p> <ul style="list-style-type: none"> Students are engaged in rehearsals for Spirit Week, focusing on technical and expressive skills. Students participate in mock performances with neighbouring Dance classes. Feedback given. Students participate in checkpoint for feedback 	Checkpoint - Feedback	Verbal Feedback given
Wk 7-8	<p><u>Performance- Spirit Week</u></p> <ul style="list-style-type: none"> Rehearsals continue Students perform repertoire at Spirit Week Celebrations 		
Week 9-10	<p>Preparation for Dance Night</p> <ul style="list-style-type: none"> Overview of timeline for Dance Night given. Demands of Dance Night project discussed Class starts creating and learning repertoire for Dance Night. 		



Class Course Planner –2024

Term 2 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
T2 W1	Choreography task <ul style="list-style-type: none"> Revision of focus question and previous term's work on Stephen Page Criteria and Conditions for Choreography task revised Students continue formulating choreography task, with emphasis on the communication of viewpoints. 		
T2 W2	Choreographic task research <ul style="list-style-type: none"> Students use class time to create contemporary dance work 		
T2 W3	Choreographic task <ul style="list-style-type: none"> Students use class time to create contemporary dance work Teacher provides feedback on drafting process Students construct choreographic statement of intent 	Draft Due	Feedback given
T2 W4	Choreographic task <ul style="list-style-type: none"> Choreography task due Students perform choreography live 	Choreography Task due	
Unit 4 – Moving My Way			
T2 W5	Project <ul style="list-style-type: none"> Focus question: <i>How does Dance communicate meaning for me?</i> Students explore their personal background, perspectives and values. Students investigate the work of choreographers who have used their own background and experiences as stimulus to create dance works in a range of styles 		
T2 W6	Project <ul style="list-style-type: none"> Focus: <i>What is my personal movement style?</i> Focus on the choreographic work of Keone and Mari Madrid, and the recognisable movement style that features across their works. Students participate in choreographic workshops with focus on finding student's personal movement style. 		
T2 W7	Project <ul style="list-style-type: none"> Students continue defining their personal movement style through choreographic and performance workshops. Focus on stimulus (<i>Items, ideas, experiences, texts, sounds, images etc</i>). 		
T2 W8	Project <ul style="list-style-type: none"> Criteria and conditions for upcoming project outlined Students begin formulating ideas for their project and begin creating. 	Project – Dance Work task given	
T2 W9	Project <ul style="list-style-type: none"> A exemplar provided for viewing Students use class time to create dance work Teacher conducts consultation time with students to confirm choreographic subject matter 		
T2 W10	Project <ul style="list-style-type: none"> Students use class time to create dance work 		



Class Course Planner – 2024

Semester 1, Term 2: UNIT 4

Trinity Bay SHS

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Class: 12 Drama

Teacher/s: Ms Gould agoul30@eq.edu.au

How can you transform dramatic practice?			
Term Week	Curriculum Intent	Assessment	Feedback
T2 Wk1	IA1 Performance <ul style="list-style-type: none"> Continue to rehearse Apply conventions to strengthen message of performance Apply performance techniques to develop polished performance Show draft 		Draft & feedback
T2 Wk2	IA1 Performance <ul style="list-style-type: none"> Apply feedback to continue to improve performance. 		Draft & feedback
T2 Wk3	IA1 Performance <ul style="list-style-type: none"> Perform for audience (possibly Senior CAD?) by end of week 	IA1 Performance Due	
T2 Wk4	Introduction to Greek theatre <ul style="list-style-type: none"> Conventions of the style. Historical influence and purpose. Read full play - Medea. 		
T2 Wk5	Contemporary Theatre <ul style="list-style-type: none"> Conventions of the style. Key practitioners. Philosophical influence and purpose. Examine play excerpts to identify purpose and conventions. Workshop transforming play texts to Contemporary style. 		
T2 Wk6	Devising, directing and transforming. <ul style="list-style-type: none"> Exercises to develop directing & devising skills. Workshop transforming play texts to Contemporary style. Unpack expectations and timelines of task. 		
T2 Wk7	IA3 – Project: workshop concept <ul style="list-style-type: none"> Identify text excerpts to be used. Create concept outline. View example productions. 		Submit concept outline
T2 Wk8	IA3 – Project: workshop concept <ul style="list-style-type: none"> Workshop sections to demonstrate the use of dramatic languages to transform the text. Workshop concepts to identify purpose and conventions to be used. Feedback on concept outline. Photograph or record examples. 	IA3 given – Project Director's Vision & Performance (35%)	Drafting
T2 Wk9	IA3 – Project <ul style="list-style-type: none"> Workshop sections to demonstrate the use of dramatic languages to transform the text. Photograph or record examples. Create multimedia to support vision. Analyse and evaluate the use of dramatic languages in your vision. 		Drafting
T2 Wk10	IA3 – Project <ul style="list-style-type: none"> Analyse and evaluate the use of dramatic languages in your vision. Record draft of pitch, and submit for feedback. 		IA3 Draft due



Class Course Planner – 2024 Semester 1 Term 2

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Class: 12 Music in Practice

Teacher: Mr Phillips

Term Week	Curriculum Intent	Assessment x 1	Feedback x 3
T2 Wk1, 2 & 3	Contemporary repertoire, compositional devices <ul style="list-style-type: none"> Contemporary Music – Listen, identifying music elements & compositional devices Introduction to Logic Pro 		Course Planner
T2 Wk 4	Exemplar and steps – Inputting into Logic Pro <ul style="list-style-type: none"> Hand out assessment task Examine exemplar Discuss basic first steps to get started Inputting into Logic Pro 	Handout Assessment Task – Product (Composition)	
T2 Wk5 & 6	Composing skills and Assessment <ul style="list-style-type: none"> Work on Composition task Self-reflection activities 		
T2 Wk7	Inputting into Logic Pro- Composition <ul style="list-style-type: none"> Inputting into Logic Pro Submit draft assessment 	DRAFT COMPOSITION DUE	Feedback on Draft Composition Assessment
T2 Wk8	Receive feedback from Draft <ul style="list-style-type: none"> Receive feedback from draft assessment Make changes based on feedback Inputting into Logic Pro 		
T2 Wk9	ASSESSMENT DUE	PRODUCT (COMPOSITION) Due	
T2 Wk10	Reflection on COMPOSITION TASK <ul style="list-style-type: none"> Reflection on composition task Marks handed back to students Sharing compositions Introduction to next term 		Feedback on Composition Assessment



Class Course Planner – Semester 3 Term 2

Trinity Bay SHS

Hoare Street
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Class: Yr 12 Certificate IV Music (Performance Specialization)

Teacher: Chris Molen

Term Week	Curriculum Intent	Assessment	Feedback
T2 Wk1	Introduction of Project 7		
T2 Wk2	Song Selection Aural Skills Training & Large Repertoire Management		
T2 Wk3	Completion of Music Business Component of Project 7 Project 7 – Rehearsal		
T2 Wk4	Project 7 – Rehearsal Introduction to Improvisation		
T2 Wk5	Project 7 – Rehearsal Improvisation Development		
T2 Wk6	Project 7 – Rehearsal Improvisation Development		
T2 Wk7	Project 7 - Rehearsal	Project 7 – Checkpoint (4 Songs)	Checkpoint Feedback
T2 Wk8	LUNCHTIME CONCERT	Project 1 - Sound Engineering and Production	Event Evaluation
T2 Wk9	Project 7 - Rehearsal		
T2 Wk10	Project 7 - Rehearsal		



Class Course Planner - Term 2, Semester 1

Trinity Bay SHS

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Class: 12 Dance –
Teacher/s: Ms. Sands

Term Week	Curriculum Intent	Assessment	Feedback
T2 Wk1	Welcome back to Year 12 DIP Dance & Intro to the Choreography task <ul style="list-style-type: none"> Revision of classroom rules and expectations What are we learning this term? What are world/social issues? Teacher gives definitions. Students watch videos of dances presenting social issues from around the world and identify the elements that make dances show a social issue 		
T2 Wk2	Introduction to Performing Task <ul style="list-style-type: none"> Distribution of assessment task sheet Outlining of assessment expectations and due dates Students commence choreographing dance sequences for the purpose of assessment 		
T2 Wk3	Performing Task <ul style="list-style-type: none"> Students continue learning contemporary dance sequences for assessment Students present each lesson in front of peers 		
T2 Wk4	Performing Task <ul style="list-style-type: none"> Filmed Draft of Performing Tasks Students view their filmed drafts and complete a personal reflection Students polish and apply feedback FOCUS VOCABULARY: PRODUCTION ELEMENTS, COSTUME	Draft	Students complete a Personal Reflection
T2 Wk5	Assessment <ul style="list-style-type: none"> Students continue to polish their Performing Task Students present their Performing Task in front of peers for assessment (filmed) 	Performing Task Due	Students receive their grade and personal feedback by email
T2 Wk6	Responding <ul style="list-style-type: none"> Students view dance works and practice writing PEEL paragraphs using dance terminology learnt in class Students submit mock exam paragraphs for teacher feedback Practical-based tasks revising dance terminology 		
T2 Wk7			
T2 Wk8			
T2 Wk9	Responding Essay <ul style="list-style-type: none"> Two (2) lessons to complete a practice Responding essay Students view a dance work and respond to questions in PEEL paragraph form as practice 	Responding Exam Due	Students receive their grade and personal feedback by email
T2 Wk10	Introduction to New Unit: World Moves <ul style="list-style-type: none"> What are world issues? Viewings of famous contemporary works Students watch two (2) contemporary dance sequences 		



Class Course Planner – 2024

Unit 3 - Explore

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: Yr 12 Music Extension

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

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk10	Cultural Knowledge <ul style="list-style-type: none"> • Discussion about IA2 Task • Set goals for IA2 		
T2 Wk1	<ul style="list-style-type: none"> • Reflect on previous goals and results for improvement • Masterclass to share for feedback and improvement 		
T2 Wk2	IA2 DRAFT DUE <ul style="list-style-type: none"> • Draft Presentation with feedback from teacher and peers 		Feedback on Draft – Teacher & Peer
T2 Wk3	<ul style="list-style-type: none"> • Reflect on feedback from Draft for further improvement 		
T2 Wk4			
T2 Wk5	Cognitive apprenticeship <ul style="list-style-type: none"> • Students to model and record observations and reflections in journal • Examine repertoire from the specialisation and respond to questions to explore the music elements 		
T2 Wk 6	IA2 DUE – Week 7 <ul style="list-style-type: none"> • IA2 Due • Critically reflect on post submission 	IA2- PERFORMANCE / COMPOSITION & STATEMENT	