

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. Donellan

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	Introduction to Dance • 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 • 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 • Continue learning and polishing Salsa routine, focusing on technical and expressive skills. • Consolidate UNISON, CONTRAST and CANON within Salsa routine	
Week 4	Body Percussion • 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 • 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 • 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 • 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 • 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 • 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 • 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 - What is Drama? - Expectations - Getting to know you / collaboration games	Introduction to Drama - Getting to know you / collaboration games - Freeze frames	
Week 2	Elements of Drama Parts of a role: walk, talk, react + status, purpose, attitude	Elements of Drama - Relationships between roles - Revise taking on role	
Week 3	Elements of Drama - Focus - Using elements & freeze frame ending when creating	Elements of Drama - Space - Using elements & freeze frame ending when creating	
Week 4	Story Structure - Parts of a story - Construct a story that builds to a climax and shows a message - Use freeze frame ending	Acting Skills with Elements - Use blank scripts to experiment with voice and movement skills - Using roles, relationships, space and focus when creating and showing	
Week 5	Hero Story Look at example hero stories to identify message and parts of the story.	Hero Story - Work in group to create hero story - Show progress for feedback	Formative Task Creating / Presenting
Week 6	Hero Story - Work in group to create hero story - Show progress for feedback	Hero Story - Bring costumes or theatre blacks to show story - Watch recorded performance to reflect	Formative Task Creating / Presenting DUE
Week 7	Introduction to Fairy tales - Identify the purpose of fairy tales. - Consider 'larger than life' roles. - Watch examples from films.	Fairy tales - Fractured or 'fixed' fairy tales - Communicating messages or lessons through fairy tales.	
Week 8	Fairy tales - Identify expectations for assessment. - Form groups - Complete key moments planning	Fairy tales - Create 2 min performance of fairy tale - Show progress for feedback	Summative Assessment: Creating / Presenting
Week 9	Fairy tales - Create 2 min performance of fairy tale - Show progress for feedback	Fairy tales Bring costumes or theatre blacks to show story	Summative Assessment: Creating / Presenting DUE
Week 10	Reflection - View recorded performance - Complete reflection	Reflection Reflect and recap unit	



Trinity Bay State High School

Course Planner

Year 7 Music 2025

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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 • 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 • 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 • 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 • 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 • Specialise on chosen instrument • Aural – Rhythmic Notation • EDM Characteristics • Repertoire: Sail & Closer	QLearn Quiz (Lesson 1) Terms & Definitions etc.
Week 6	Performance Task • 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 • 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 • Selecting & creating 2 tracks - bass and melodic lines • Melody – Pentatonic/Major scale – “safe notes”	
Week 9	Creating a Melody Line • Creating an original melodic line • Include dynamics & texture	
Week 10	Composition Task • Checklist completion of task • Submit to QLearn GarageBand File • Review & Reflection	Task 2 Composition DUE



Class Course Planner –2025

Year 8 Dance

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Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	Introduction to Dance – Hip Hop - 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 - 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 - Introduction to contemporary dance workshops - Learn contemporary routine with clear meaning. How is meaning expressed through the movement?		
Wk4	Contemporary - 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 - Introduction to Salsa dance - Revise: LOCOMOTOR and NON-LOCOMOTOR - Begin learning salsa routine - Students apply own locomotor movements to salsa routine		
Wk6	Salsa - 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 - 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 Rehearsal of performance task	DRAFT DUE	Teacher offers students feedback to improve performance
Wk9	Responding Task Presentation of Performance and Choreography	TASK DUE	
Wk10	Reflection Reflect on performance		MARKS RETURNED



Class Course Planner – 2025

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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 - Review rules and expectations of Drama - Review role, relationships and focus	Elements of Drama Tension – identifying and creating the four types of tension		Course Planner
Wk2	Introduction to scripts - The parts of a script - How to take on a role from a script - Identifying tension in a script	Review Performance skills - Use of stage space - Presenting skills – speaking in a clear voice, facing the audience, not blocking etc. - Working with practice scripts		
Wk3	Script Context Watch School of Rock and complete worksheets	Script Context - Complete film - Examine roles from film		
Wk4	Making (Presenting) assessment - Identify assessment expectations - Groups and scripts allocated - How to block a scene and effectively rehearse	Making (Presenting) assessment- Check in - Learning lines - Creating the elements of drama in performance	MAKING (PRESENTING) TASK GIVEN	DRAFT/CHECK IN
Wk5	Making (Presenting) assessment- Check in - 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 - Watch recording of performances - Feedback	Script Context Watch Matilda and complete worksheets		
Wk7	Script Context Watch Matilda and complete worksheets	Review Matilda - Review characters and key plot points - Examine the idea of 'deleted scenes' - Review creating dialogue (year 7)		
Wk8	Making (Forming) assessment - Identify assessment expectations - Groups allocated - Create and rehearse scene	Making (Forming) assessment/Check in - Create and rehearse scene - Creating the elements of drama in performance	MAKING (FORMING) TASK GIVEN	
Wk9	Making (Forming) assessment/Check in - Create and rehearse scene - Creating the elements of drama in performance - Show work so far, get feedback	Assessment Demonstrate deleted scene (costumes and props as required)	MAKING (FORMING) TASK DUE	DRAFT/CHECK IN
Wk10	Reflection - Watch recording of scenes - Reflection	Reflection - 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 - 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 Recording for drums		
Wk 3	Composing a Bass line - Creating a bass line that suits your chords using broken chords - Introducing		
Wk 4	Composing a melody using pentatonic scale - Pentatonic scale - Creating a melodic riff/melody - Recording & editing		
Wk 5	Final production components - 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 - Parts of the kit - Posture & Technique Reading Drum music & technical exercises		
Wk 7	Instrument Rotation – Bass Guitar - Parts of the bass guitar - Posture & Technique - Reading Bass Tab & Bass clef Technical Exercises		
Wk 8	Instrument Rotation – Electric Guitar - Part of the guitar - Posture & Technique Reading guitar Tab & technical exercises		
Wk 9	Instrument Rotation - Keyboard - Posture & Technique - Treble & Bass clef - Technical exercises Chords		
Wk 10	Performance TASK - Aural & Theory Work - Performance Task - Reflection & Feedback	FORMAL – Performance TASK DUE	Feedback & Review



Class Course Planner - Term 3, Semester 2

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Class: 9 Dance –

Teacher/s: Ms. Ryan, Ms. Comino

Term Week	Curriculum Intent	Assessment	Feedback
T3 Wk1	Welcome back to Year 9 Dance & Intro to Cultural Dance - Revision of classroom rules and expectations - What are we learning this term? - Students watch videos of Cultural and Ritual Dances from around the world with a focus on Afro-Dance and K-Pop. Students identify how these cultural dances fuse with popular western dance. - Outline of cultural protocol and respect for sacred and traditional dance styles.		
T3 Wk2	Introduction to Performing Task - Distribution of assessment task sheet - Outlining of assessment expectations and due dates - Students commence learning two (2) cultural dance sequences for the purpose of assessment		
T3 Wk3	Performing Task - Students continue learning ritual dance sequences for assessment - Students present each lesson in front of peers		
T3 Wk4	Performing Task - Filmed Draft of Performing Tasks - Students view their filmed drafts and complete a personal reflection - Students polish and apply feedback	Draft	Students complete a Personal Reflection
T3 Wk5	Assessment - - Prepare for Dance Night next week. Wednesday 20th August. Year 9 perform Musical Theatre piece from term 2. - 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
T3 Wk6	Dance Night – Students perform at Dance night and participate in Tech Rehearsals. Responding - 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		
T3 Wk7			
T3 Wk8			
T3 Wk9	Responding Exam - Two (2) lessons to complete Responding Exam - Students view a dance work and respond to questions in PEEL paragraph form	Responding Exam Due	Students receive their grade and personal feedback by email
T3 Wk10	Reflection - Watch Dance Night performance - Review overall mark for 2 assessment pieces this term and set goals for next term - Term 4 preview – Contemporary dance		



Class Course Planner – 2025 Semester 2, Term 3

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Class: 9 Drama

Teachers: Mrs Walsh (vwals2@eq.edu.au); Ms Gould (agoul30@eq.edu.au)

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T3 Wk1	Elements of Drama • Introduction to symbol, movement and mood		Course Planner
T3 Wk2	Introduction to Movement techniques • Communicating non-verbally • Experiment with movement pace and tempo • Use of symbolic objects and gestures		
T3 Wk3	Mask and Body Bags • History and rules of masks • Rules of body bags • Creating meaning/character		
T3 Wk4	Mood and Traditional Stories • Using music to create mood • Identify parts of a traditional story • Enact traditional stories		
T3 Wk5	Creating Task • Form groups for assessment • Choose traditional story and begin creating	CREATING TASK GIVEN	
T3 Wk6	Creating movement story • Work on creating story • Check in and feedback		Draft/Check in
T3 Wk7	Creating movement story • Work on creating story • Check in and feedback		Draft/Check in
T3 Wk8	Dress Rehearsal - Rehearse in costume • Feedback from peers and teacher		
T3 Wk9	Creating Task Due • Perform creating task	CREATING TASK DUE	
T3 W10	Reflection on Unit		



Class Course Planner – 2025 Semester 2 Term 3

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Class: Yr 9 Music

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

Term Week	Curriculum Intent	Assessment x 4	Feedback x 3
T3 Wk1	Medleys - Aural skills – Chord identification, rhythmic notation - What is Music Fusion? - Rhythmic Patterns and Syncopation - Performance – Four Chord Song by Axis of Awesome		Course Planner
T3 Wk2	Mash Up - Aural skills – Chord identification, rhythmic notation - Analysis of music mashups - I See Fire/Hello and Hall of Fame/Stereo Heart - Chordal accompaniment patterns and styles, instrumentation - Performance – Every time We Touch/Heaven		
T3 Wk3	Covers - Aural skills – Chord identification, rhythmic notation - Analysis of music - Identify, Explain and Justify a Viewpoint - Performance – A Thousand Miles by Vanessa Carlton		
T3 Wk4	Indigenous Rock - Aural skills – Major and Minor Scales and Intervals - Analysis of music - Understand purpose and audience in performance - Performance – Treaty by Yothu Yindi - Handout and discuss Performing Task	Handout Performance Task	
T3 Wk5	Reggae Pop - Aural skills – Major and Minor Scales and Intervals - Analysis of Music - Performance – Wade in your Water by Common Kings - Practice for Performance assessment		A Exemplar
T3 Wk6	Industry Standards - Understand effective rehearsal strategies - Goal setting and reflection - Peer Feedback Task - Practice for Performance assessment		
T3 Wk7	Draft Performance - Practice for Performance assessment - Write Performance statement	Draft Performance Task	
T3 Wk8	Performance Assessment - Practice for Performance assessment - Performance	FORMAL- Performance Task DUE	
T3 Wk9	Introduction to Responding - Aural skills – Melodic and rhythmic dictation - Analysis – Flame Trees by Cold Chisel - Comparison – Flame Trees by a cover artist - Establishing a Viewpoint	Handout Responding Task	
T3 Wk10	Responding Task - PEEL Paragraph - Retrieval Tables - Detailed analysis of music using the music elements – Structure, Melody, Harmony, Tonality, Expressive devices, Duration, Texture, Timbre - Understand purpose and audience in performance		A Exemplar



Class Course Planner – 2025 Semester 2 Term 3

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Class: Yr 9 Practical Music

Teacher: James Phillips

Term Week	Curriculum Intent	Assessment x 3	Feedback x 2
T3 Wk1	*** CONTINUING WORK FROM REMIX COMPOSITION – TERM 2*** - Introduce new performance task. Year 9 PMU's first FULL SONG assessment - Outline of Semester Unit & Assessment - Expectations and Equipment	HANDOUT PERFORMANCE 1 ASSESSMENT (Own Choice)	Course Planner
T3 Wk2	- REMIX: Effects & Mixing - PERFORMANCE: Targeted Rehearsal on Own ChoiceSong		
T3 Wk3	- REMIX: Free work lesson - PERFORMANCE: Targeted Rehearsal on Own ChoiceSong		
T3 Wk4	***CHECKPOINT – REMIX DRAFT SUBMISSION & FEEDBACK		Feedback on Composition
T3 Wk5	- Final work to complete remix task and responding to draft feedback PERFORMANCE 1 ASSESSMENT DUE	PERFORMANCE 1 ASSESSMENT DUE	
T3 Wk6	REMIX COMPOSITION DUE STUDENTS COMPLETE COMPOSITION STATEMENT WORKSHEET	REMIX COMPOSITION DUE	
T3 Wk7	Introduce new content: Teacher selected performance task and an own choice beat submission.	HANDOUT PERFORMANCE 2 ASSESSMENT (Teacher Selected) HANDOUT BEAT COMPOSITION ASSESSMENT	
T3 Wk8	- PERFORMANCE: Targeted Rehearsal on Teacher Selected Song - OWN CHOICE BEAT: build out and develop main ideas		
T3 Wk9	- PERFORMANCE: Targeted Rehearsal on Teacher Selected Song - OWN CHOICE BEAT: Mixing and Mastering		
T3 Wk10	PERFORMANCE ASSESSMENT DUE COMPOSITION ASSESSMENT DUE	PERFORMANCE 2 ASSESSMENT DUE BEAT COMPOSITION ASSESSMENT DUE	Feedback on Performance



Class Course Planner Semester 2 – Term 3

Trinity Bay SHS

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Class: 10 Dance – Unit 2 – “An Introduction to Contemporary Dance”

Teacher/s: Ms. Comino, Ms. Ryan

Term Week	Curriculum Intent
Week 1	Contemporary Dance • Introduction to unit • Revision of Dance Night routine • Practical workshops in Contemporary style
Week 2	Contemporary Dance • Participate in teacher-led contemporary dance workshops, focusing on communication of intent through choreographic devices. • Focus on application of more advanced choreographic devices (Variations in dynamics, accumulation, retrograde, motif, contact. Manipulate teacher-devised movement sequences by applying the devices above. • Students receive task sheet for Dance Work Project, and view exemplars of past work. • Revise performance for Dance Night.
Week 3	Dance Work Project • Students begin formulating ideas for their project, and begin creating movement sequences and motifs. • Revise performance for Dance Night.
Week 4	Dance Work Project • Continue to create and polish project. • Make note of choreographic problems being faced, in preparation of written component. • Revise performance for Dance Night.
Week 5	Dance Work Project • Continue to create and polish Dance Work. • Focus turns to completing the written components of this task. Revision of exemplars. • Revise performance for Dance Night.
Week 6	Dance Work Project • Continue to create and polish Dance Work. • Revise performance for Dance Night. Dance Night Performance – Wednesday 20th August at CPAC
Week 7	Dance Work Project • Continue to create and polish Dance Work. • Students submit formal draft of choreography, choreographic statement, and evaluative response. • Students apply feedback
Week 8	Dance Work Project Performance • Continue to apply feedback from draft submission. • Continue to create and polish practical component of project, and complete written component.
Week 9	Assessment Due • Assessment due • Practical Dance Work Project, choreographic statement and evaluative response due on same day.
Week 10	• Reflect on assessment, evaluate own work and that of others.



Class Course Planner – 2025

Semester 1, Term 3

Trinity Bay SHS

Hoare Street

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Class: 10 & 11 Drama

Teacher: Ms Gould agoul30@eq.edu.au

Term Week	Curriculum Intent	Assessment	Feedback
T3 Wk1	Scene Project Explore concepts and workshop ideas		
T3 Wk2	Scene Project Finalise script		
T3 Wk3	Scene Project Rehearse		
T3 Wk4 SCENE PROJECT	Scene Project Rehearse and perform		
T3 Wk5	Scene Project - Review performance - Allocate equitable parts for final assessment		Review of outcome day performance.
T3 Wk6	Scene Project Rehearse to meet ISMG / marking criteria		
T3 Wk7	Scene Project Rehearse to meet ISMG / marking criteria		
T3 Wk8	Scene Project Final Performance Rehearse and present final assessment.	Final Performance	
T3 Wk9	Analysis and Responding - Develop skills in analysis - View recorded professional works, identifying conventions and elements		
T3 Wk10	Analysis and Responding - Develop skills in analysis - View recorded professional works, identifying conventions and elements		



Class Course Planner – 2025 Semester 2 Term 3

Trinity Bay SHS

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Class: Yr 10 Music

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

Term Week	Curriculum Intent	Assessment x 2	Feedback x 2
T3 Wk1	Film Music – Timbre, Duration, Pitch - Film Music & Mood - Timbre, Duration, Pitch - Research Task – Selection of video, identifying mood and how to source this		Course Planner
T3 Wk2	Texture, Pitch, Structure in Composition - Texture, Pitch – Melody & harmony, Structure - Improvising - Composition – timbral choice, melodic ideas		
T3 Wk3	Expressive Devices, Duration - Expressive Devices, Duration - How has the composer used the music elements to create suspense?		
T3 Wk4	Project Task - Handout Task – discuss - A Exemplar provided - Individual work on assessment - Select up to 3 Film Excerpts for analysis	Handout Project Task A Exemplar for Project	
T3 Wk5	Assessment Work - QCAA exemplars - Introduction and Hypothesis - Research		
T3 Wk6	DRAFT PART A – INTEGRATED PROJECT DUE Performance or Composition task due with a Statement of Intent		
T3 Wk7	Assessment Work Individual work on assessment task – PowerPoint presentation		
T3 Wk8	INTEGRATED PROJECT PART A DUE Feedback and Reflection	DRAFT Part A of Project due MONDAY 1st September	
T3 Wk9	Assessment Work Individual work on assessment task – Performing/ Composing & presentation		Feedback given
T3 Wk10	Assessment Work Individual work on assessment task – Performing/ Composing & presentation	Part A of INTEGRATED PROJECT due FRIDAY 19th September	



Class Course Planner – 2025 **Semester 2 Term 3**

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Class: Yr 10 Practical Music

Teacher: James Phillips

Term Week	Curriculum Intent	Assessment x 3	Feedback x 2
T3 Wk1	- Introduce new performance task. - Outline of Semester Unit & Assessment - Expectations and Equipment	HANDOUT PERFORMANCE 1 ASSESSMENT (Own Choice)	Course Planner
T3 Wk2	- Selecting a group, genre and piece for Performance Task - Starting work on formative Logic Pro piece - Exploring streaming platforms such as Spotify, YouTube, TikTok		
T3 Wk3	- Start practice on Performance Task - Create performer's bio for a chosen musician - Create performers bio for themselves - Continue work on formative Logic Pro piece		
T3 Wk4	- Continue practice on Performance Task - Explore promotion techniques used in music industry - Create promotion timeline for their own group		
T3 Wk5	- Continue practice on Performance Task - Finalise written notes outlining their performance and promotion plan		
T3 Wk6	Deliver Draft Performance Assessment including performer's bio and promotion plan	DRAFT PERFORMANCE 1 ASSESSMENT DUE	
T3 Wk7	Improve performance based on written draft feedback		
T3 Wk8	Deliver Performance Assessment	PERFORMANCE 1 ASSESSMENT DUE	
T3 Wk9	Selection of repertoire for Performing Project in Term 4		
T3 Wk10	Selection of repertoire for Performing Project in Term 4		Feedback on Performance



Class Course Planner – Semester 2 Term 3 2025

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Class: Yr 10 Cert II Music Industry

Trainor/ assessor: Michael Thomas

Term Week	PROJECT 3 WHS and Basic Audio Units of Competency BSBWHS211 – Contribute to health and safety of self and others CUASOU211 – Develop basic audio skills and knowledge CUAIND211 – Develop and apply creative arts industry knowledge	Assessments	Feedback
T3 Wk1	- Course Planner - Workbook/Performance introduction - Sound Production – Mixing desk basics		Course Planner
T3 Wk2	- Workbook/Performance planning and rehearsal - Sound Production – Speaker set up to desk/ WHS		
T3 Wk3	- Workbook/Performance - Sound Production – Microphone/Leads/stands/WHS		
T3 Wk4	- Workbook/Performance planning and rehearsal - Sound Production – WHS focus/ Solo set up		
T3 Wk5	SOUND ASSESSMENT 1 – Evaluate an unsafe setup and make recommendations		Feedback on sound production Tasks
T3 Wk6	SOUND ASSESSMENT 2 – Small Group Sound System Setup (PRACTICAL) Ongoing over multiple weeks for multiple assessments		Feedback on sound production
T3 Wk7	Other students will work on new performance task SOUND ASSESSMENT 1 – Evaluate an unsafe setup and make recommendations		Feedback on sound production Tasks
T3 Wk8	Workbook/Sound/ Performance Assessment	Sound and Performance Assessment/ Workbook FINAL	Feedback on Performances and progress
T3 Wk9	Workbook/Sound/ Performance	Sound and Performance Assessment/ Workbook FINAL	Feedback on Performances and progress
T3 Wk10	Term 4 Planning/ Improvised Performance		



Class Course Planner –2025 Term 3

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Class: 11 Dance – Moving through Environments

Teacher/s: Ms Comino

Term 3	Curriculum Intent	Assessment	Feedback
Wk1 Wk2	<u>Introduction to Term 3 – What Moves Me</u> - 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 'What moves Me'. - Learn and refine Dance Night routine	IA3 Task Sheet handed out	Teacher discusses proposal with most potential and offers feedback.
Wk3 And Wk4	- View Exemplars x 3 - Song Plan – listen to song and plan form and site-specific edits that are required. - Motif Development – review 16 ways to manipulate a motif - Checkpoint of Choreography <u>Performance</u> - Perform Dance night routine for Junior class.		Checkpoint – Students submit choreography progress
Wk5	- Continue to choreograph Dance Project and begin teaching participants. - Continue to polish Dance Night performance. - Draft 1 – Choreography filmed	Draft 1 - practical	Verbal Feedback given
Wk 6	<u>Performance</u> - Dance Night - Breakdown written expectations including what is required in Statement of Intent (purpose, context, viewpoint) and Evaluative Response (problems x 2, solutions x 2). - Students submit viewpoint statement		Written feedback given on viewpoint.
Wk7 Wk8 Wk 9	- Film Draft 2 - Use teacher feedback to refine project and update dance participants of changes that need to be made before filming. - Organise times and places for site-specific filming to take place.	Draft 2 – Written and practical	Statement of Intent and Evaluative Response written feedback given Performance written feedback given.
Wk10	Final Assessment Due	Film Project	ISMG results returned in Wk 1 T4



Class Course Planner – 2025

Semester 2 Unit 2

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: Yr 11 Music

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

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T3 Wk1	Unit Introduction & Political Identity - The Children Came Back - Inquiry question Focus for Unit - How do musicians use their understanding of music elements, concepts and practices to communicate identity when performing, composing and responding to music? - Outline of Semester Unit & Assessment - Revise music elements and compositional devices - Introduction to Identity Unit – Cultural, Political, Social, Personal - Political Repertoire: The Children Came Back – Analyse & Evaluate - Practical Activity – Social Repertoire – Where is the Love		Course Planner
T3 Wk2	Cultural Identity - Monkey and the Turtle - Cultural Repertoire: Monkey and the Turtle – Analyse & Evaluate - Arrangement and performance of song - Creating using the pentatonic scale and chords and cultural lyrics		
T3 Wk3	Cultural Identity - The Moldau - Cultural Repertoire: The Moldau – Analyse & Evaluate - Score Reading - Creating activity using concepts from The Moldau		
T3 Wk4	Political Identity - Come Home Cardinal Pell - Political Repertoire: Come Home Cardinal Pell – Analyse & Evaluate - Score Reading		
T3 Wk5	FIA 3 – Handout Task - Discuss task - View A exemplar - Independent work on task	Handout FIA3 PROJECT Musicology AND Composing or Performing Task A Exemplar	Stimulus research check in
T3 Wk6	FIA 3 – Project Work & Social Identity – Khe Sanh - Independent work on FIA3task - Reflection on progress - Social Repertoire: Khe Sanh – Analyse, Evaluate, Justify - Compositional Devices: word painting, motif		
T3 Wk7	FIA 3 – Project Work - Independent work on task - Reflection on progress		
T3 Wk8	FIA 3 – Project Work & Cultural Identity – Gangnam Style - Independent work on task - Reflection on progress - Cultural/Social Repertoire: Gangnam Style – Analyse, Evaluate, Justify - Compositional Devices: Drop, Riser		
T3 Wk9	FIA 3 – Musicological Draft due - Independent work on task - Reflection on progress - Draft due – Musicological component		DRAFT – IA3 Musicological component
T3 Wk10	FIA 3 – Project Work - Discussion on Performance or Composition Part - Students seek approval for Part B of the Project		



Class Course Planner – 2025 Semester 2 Term 3

Trinity Bay SHS

Hoare Street
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Class: 11 Music in Practice

Teacher: Mr Phillips

Term Week	Curriculum Intent	Assessment x 2	Feedback x 3
T3 Wk1	Self – Reflection and Unit Orientation - Outline of Semester, Unit and Assessment - Self -Reflection activity - Developing compositional skills		Course Planner
T3 Wk 2, 3 & 4	Contemporary Repertoire, Composing skills and Composition Plan - Practical activities using contemporary repertoire to examine compositional techniques - Listening, identifying and responding to repertoire - Creation of composition plan to identify instruments selected, creation of lyrics, etc - Creation of PowerPoint to collate all planning notes for composition assessment	Handout Assessment Task - Project	
T3 Wk5	Creation of composition using Music Technology - Creating song using Music Technology and composition plan to guide - Continue collating planning for PowerPoint		
T3 Wk6	Continuing work on Composition - Continue work on composition using Music Technology - Continue collating planning for PowerPoint		
T3 Wk7	Draft Composition submitted - Draft composition submitted - Written draft feedback is received	DRAFT COMPOSITION DUE	Written feedback
T3 Wk8	Composition Assessment & Draft spoken - Deliver planning notes in Powerpoint to class - Update composition assessment based on written draft feedback	DRAFT SPOKEN DUE (Planning notes)	Written feedback
T3 Wk9	Assessment Submit Composition Assessment & PowerPoint	PROJECT ASSESSMENT Due	
T3 Wk10	Select repertoire for their Term 4 performance assessment		



Class Course Planner – Semester 2 Term 3 2025

Trinity Bay SHS

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Class: Yr 11 Certificate IV Music (Performance Specialization)

Teacher: Michael Thomas

Term Week	Curriculum Intent	Assessment	Feedback
T3 Wk1	Complete Term 2 Performance Assessment and Workbook (Postponed) Workbook 1 – Sound Production		
T3 Wk2	Complete Term 2 Performance Assessment and Workbook (Postponed) Workbook 1 – Sound Production		
T3 Wk3	Complete Term 2 Performance Assessment and Workbook (Postponed) Workbook 1 – Sound Production/ Event Management	Term 2 Performance and Workbook Assessment FINAL	Feedback
T3 Wk4	Course Planner Term 3 Project 1 Rehearsal Band Song 1 Rehearsal/Performance Workbook 4 – Performance Reflection Workbook 1 – Sound Production/ Event Management	Term 3 – Project 4 Stage Craft Friday Assessment 1	Course Planner Stage Craft Feedback
T3 Wk5	Project 2 Rehearsal Acoustic Song 1 – Rehearsal/Performance Workbook 4 – Performance Reflection Workbook 1 – Sound Production	Project 4 Stage Craft Friday Assessment 2	
T3 Wk6	Project 3 Rehearsal Band Song 2 – Performance/Rehearsal Workbook 4 Performance Reflection Workbook 1 – Sound Production/ Event Management	Project 4 Stage Craft Friday Assessment 3	Stage Craft Feedback
T3 Wk7	Project 4 Rehearsal Acoustic Song 2 – Performance/Rehearsal Workbook 4 – Performance Reflection Workbook 1 – Sound Production/ Event Management	Term 3 – Project 4 Stage Craft Friday Assessment 4	
T3 Wk8	LUNCH TIME CONCERT	Project 1 – Event Management Assessment	Stage Craft Feedback Project 1
T3 Wk9	Tablelands Folk Festival Planning		
T3 Wk10	Tablelands Folk Festival Planning		



Class Course Planner Semester 2 – Term 3

Trinity Bay SHS

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Class: 12 Dance – Unit 4 – Moving My Way

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

Term Week	Curriculum Intent
Week 1	IA3 - Students continue creating dance work for IA3 - Choreographic statement draft due
Week 2	IA3 Students continue creating dance work for IA3
Week 3	IA3 - Students continue creating dance work for IA3 - Evaluative Response draft due - Feedback given for practical and written components
Week 4	IA3 - Due - Students apply feedback - Students submit dance work on film or live, and submit written components - Due Date: Friday 1st August
Week 5	Dance Night preparation Practical workshops to revise performance for Dance Night
Week 6	Dance Night - Class performance - Dance Night – Wednesday 20th August at CPAC - Watch performance back on film. Reflect on technical and expressive skills
Week 7	EA4 Preparation - Students participate in activities focusing on interpretation, analysis and evaluation - Focus: The elements of Dance & Dance concepts - Students respond to a range of filmed stimulus - PEEL paragraph structure and language conventions - EA4 preparation booklet given and explored
Week 8	EA4 Preparation - Students participate in activities focusing on interpretation, analysis and evaluation - Focus: The elements of Dance & Dance concepts - Students respond to a range of filmed stimulus - PEEL paragraph structure and language conventions - EA4 preparation booklet given and explored
Week 9	EA4 Preparation - Students participate in activities focusing on interpretation, analysis and evaluation - Focus: The elements of Dance & Dance concepts - Students respond to a range of filmed stimulus - PEEL paragraph structure and language conventions - EA4 preparation booklet given and explored
Week 10	Mock Exam - Students apply knowledge and skills from previous lessons and participate in mock exam - Feedback given



Class Course Planner – 2024

Semester 1, Term 3: UNIT 4

Trinity Bay SHS

Hoare Street

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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
Wk1	Director's Vision - Complete draft of Director's Vision. - Elevator pitch of concept to class, to make decisions on visions for performance assessment		
Wk2	Director's Vision + Performance - Choose sections of text and groups for performance - Continue working on director's vision - Rehearse, using contemporary conventions		Draft & feedback
Wk3	Director's Vision + Performance - Finalise director's vision - Rehearse, using contemporary conventions - Rehearse Drama Night showcase	IA3 Vision Due	
Wk4 DRAMA NIGHT 31 st July	Performance - Rehearse, using contemporary conventions - Rehearse Drama Night showcase piece		Draft IA3 Performance
Wk5	Performance - Final rehearsals - Perform by end of week, submitting annotated script	IA3 Performance Due	
Wk6 -10	Analysing & evaluating contemporary performance		



Class Course Planner – 2025

Unit 4 - Narratives

Trinity Bay SHS

Hoare Street

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Class: Yr 11/12 Music

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

Term Week	Curriculum Intent	Assessment	Feedback
T3 Wk1	Film Music – Drama/Action on Screen • Murder from Psycho : Music elements interpretation, analysis and evaluation • Paragraph writing • Individual Work on IA3		
T3 Wk2	Individual Work on IA3 • Individual work on task	IA3 Draft 2 Due Year 12 FRIDAY 25th JULY	
T3 Wk3	IA3 DRAFT due • Individual work on task • Share/Present task to class for teacher and peer feedback		
T3 Wk4	IA3 TASK DUE • Task 3 Due – Sharing and Presenting Tasks to class		
T3 Wk5	Musical Theatre – Setting (Time and Place) • “Seasons of Love” from Rent : Music elements interpretation, analysis and evaluation • Individual work on IA3 Task	IA3 Final Due Year 12 Friday 8th AUGUST	
T3 Wk6	Program Music • Berlioz – Symphonie Fantastique : Music elements interpretation, analysis and evaluation • Analytical Essay structure		
T3 Wk7	Musical Theatre • “Jellicle Songs for Jellicle Cats” from Cats : Music elements interpretation, analysis and evaluation • Analytical Essay writing		
T3 Wk8	Program Music • “Brumby – Seven Ages of Man : Music elements interpretation, analysis and evaluation • Analytical Essay writing		
T3 Wk9	Work towards IA4		
T3 Wk10	Work towards IA4		



Class Course Planner – 2025 Semester 2 Term 3

Trinity Bay SHS

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Class: 12 Music in Practice

Teacher: Mr Phillips

Term Week	Curriculum Intent	Assessment x 2	Feedback x 3
T3 Wk1	Self – Reflection and Unit Orientation - Outline of Semester, Unit and Assessment - Self -Reflection activity - Developing compositional skills		Course Planner
T3 Wk 2, 3 & 4	Contemporary Repertoire, Composing skills and Composition Plan - Practical activities using contemporary repertoire to examine compositional techniques - Listening, identifying and responding to repertoire - Creation of composition plan to identify instruments selected, creation of lyrics, etc - Creation of PowerPoint to collate all planning notes for composition assessment	Handout Assessment Task - Project	
T3 Wk5	Creation of composition using Music Technology - Creating song using Music Technology and composition plan to guide - Continue collating planning for PowerPoint		
T3 Wk6	Continuing work on Composition - Continue work on composition using Music Technology - Continue collating planning for PowerPoint		
T3 Wk7	Draft Composition submitted - Draft composition submitted - Written draft feedback is received	DRAFT COMPOSITION DUE	Written feedback
T3 Wk8	Composition Assessment & Draft spoken - Deliver planning notes in Powerpoint to class - Update composition assessment based on written draft feedback	DRAFT SPOKEN DUE (Planning notes)	Written feedback
T3 Wk9	Assessment Submit Composition Assessment & PowerPoint	PROJECT ASSESSMENT Due	
T3 Wk10	Select repertoire for their Term 4 performance assessment		



Class Course Planner – 2025

Semester 3 Term 3

Trinity Bay SHS

Hoare Street

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Class: Yr 12 Certificate IV Music (Performance Specialization)

Teacher: Michael Thomas

Term Week	Curriculum Intent	Assessment	Feedback
T3 Wk1	Continue Project 7 Rehearsals towards performance assessment Aural Skills Training & Large Repertoire Management Sound Production Project 1 Lunch Time Concert		Yes
T3 Wk2	Continue Project 7 Rehearsals towards performance assessment Aural Skills Training & Large Repertoire Management Sound Production Project 1 Lunch Time Concert		Yes
T3 Wk3	Continue Project 7 Rehearsals towards performance assessment Aural Skills Training & Large Repertoire Management Performance Assessment week 1 Sound Production Project 1 Lunch Time Concert	Yes	Yes
T3 Wk4	Performance Assessment week 2 Improvisation Development Sound Production Project 1 Lunch Time Concert		Yes
T3 Wk5	Performance Assessment week 3 Improvisation Development Night of Innovation prep Sound Production Project 1 Lunch Time Concert		Yes
T3 Wk6	Improvisation Development Night of Innovation prep Sound Production Project 1 Lunch Time Concert		
T3 Wk7	Improvisation Development Night of Innovation prep Sound Production Project 1 Lunch Time Concert	Project 1	Checkpoint Feedback
T3 Wk8	LUNCHTIME CONCERT	Project 1 - Sound Engineering and	Event Evaluation

		Production	
T3 Wk9	Workbook Project 7	Workbook	Yes
T3 Wk10	Night of Innovation prep	Workbook Final	



Class Course Planner Semester 2 – Term 3

Trinity Bay SHS

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Class: Year 12 Dance in Practice

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

Term Week	Curriculum Intent
Week 1	Choreographic project Students continue creating choreographic project – lipdub project
Week 2	Choreographic project Students begin filming their choreographic work and editing footage
Week 3	Choreographic project & Dance Night prep - Students finalise filming their choreographic work and editing footage - Students begin writing choreographic statement for choreographic project - Class prepares 2 routines for Dance Night, focusing on technical and expressive skills
Week 4	Choreographic project due - Written and practical components due for choreographic project - Dance Night rehearsals continue
Week 5	Dance Night preparation Dance Night rehearsals continue
Week 6	Dance Night - Rehearsals continue - Class performance - Dance Night – Wednesday 20th August at CPAC
Week 7	Practical workshops - Watch Dance Night performance back on film. Reflect on technical and expressive skills - Dance workshops focusing on performance and choreography, technical/expressive skills
Week 8	Practical workshops Dance workshops focusing on performance and choreography, technical/expressive skills
Week 9	Practical workshops Dance workshops focusing on performance and choreography, technical/expressive skills
Week 10	Practical workshops Dance workshops focusing on performance and choreography, technical/expressive skills



Class Course Planner – 2025

Unit 4 - Emerge

Trinity Bay SHS

Hoare Street

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Class: Yr 12 Music Extension

Teacher/s: Mr Cadell (abcad0@eq.edu.au)

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T3 Wk1			
T3 Wk2			
T3 Wk3	Masterclass - Share Performances/Compositions - Feedback from peers and teacher		Feedback from peers
T3 Wk4	Draft Due	DRAFT IA3- PERFORMANCE/ COMPOSITION, STATEMENT, REFLECTIVE STATEMENT DUE	Feedback on Draft – Teacher
T3 Wk5	TASK DUE	IA3- PERFORMANCE/ COMPOSITION, STATEMENT, REFLECTIVE STATEMENT DUE	
T3 Wk6	External Exam Prep - Music Elements - Compositional Devices - Writing an analytical essay		
T3 Wk7	External Exam Prep Practice writing and responding		
T3 Wk8	External Exam Prep Practice writing and responding		
T3 Wk9	External Exam Prep Practice writing and responding		
T3 Wk10	External Exam Prep Practice Writing and responding		