



# Class Course Planner – 2026

**Trinity Bay SHS**

Hoare Street

PO Box 5071

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www.trinitybayshs.eq.edu.au

Class: Year 7 Art (TRANSFORMATIONS)

Term Week		Assessment x 3	Feedback x 3
Wk 1	<p><b>I DO and WE DO: Introduction to Realism in Portraiture</b></p> <p><b>This Week's success criteria are:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast realistic portraits and abstract portraits.</li> <li>2. Critically analyse representations of the human face by exploring the expressive works of key artists and movements.</li> <li>3. Critical language: Realism, abstraction, proportion, tone, texture, expression.</li> <li>4. Examining how representations of people have changed over time - a chronology (timeline) of key artists / movements.</li> <li>5. Learn how to draw a realistic eye using proportion and tone.</li> <li>6. Be able to critically analyse techniques used by key artists to draw a realistic eye.</li> </ol>	<p><b>Homework:</b> With the help of others, take some individual portraits shots of yourself. You can use props and costumes to enhance a mood or emotion. You need one straight-on 'mug shot' photo and one more expressive photo.</p>	
Wk 2	<p><b>WE DO: Draw a mouth and nose using proportion and tone, use the analysis template to write a simple response to a realistic portrait.</b></p> <p><b>This Week's success criteria are:</b></p> <ol style="list-style-type: none"> <li>1. Learn how to draw realistic facial features using proportion and tone.</li> <li>2. Be able to critically analyse techniques used by key artists to draw realistically</li> <li>3. Carefully observe the work of a key portrait artist and discuss the elements of design that they use to make the image successful.</li> <li>4. Complete a simple critical analysis exercise</li> </ol>	<p><b>Homework</b> – complete the simple critical analysis exercise.</p>	<p>Continuous verbal feedback to all students</p>
Wk 3	<p><b>YOU DO: Draw an expressive, realistic self portrait using proportion and tone</b></p> <p><b>This Week's success criteria are:</b></p> <ol style="list-style-type: none"> <li>1. Begin to draw your own realistic self portrait in proportion using lead pencil as a key medium.</li> <li>2. Use techniques discussed in class to check your proportion and scale.</li> <li>3. Use tone to create contrast and focal point in the work.</li> <li>4. Carefully simulate texture in your work.</li> </ol>	<p><b>Critical analysis exercise DUE</b></p> <p><b>Homework:</b> Carefully take your portrait home and continue to work on it.</p>	<p>Continuous verbal feedback to all students</p>
Wk 4	<p><b>YOU DO: Resolve an expressive, realistic self portrait using proportion, tone and texture.</b></p> <p><b>This week's success criteria are:</b></p> <ol style="list-style-type: none"> <li>1. Resolve an expressive, realistic self-portrait using proportion, tone and texture.</li> </ol>	<p><b>Resolved realistic portrait in lead pencil DUE.</b></p>	<p>Continuous verbal feedback to all students</p> <p>Feedback on resolved realistic self-portrait.</p>
Wk 5	<p><b>I DO and WE DO: Introduction to Abstract art - media and techniques used by key artists in expressive, abstract portraits.</b></p> <p><b>This week's success criteria are:</b></p> <ol style="list-style-type: none"> <li>1. Look closely at Abstract artists and techniques using tone, colour, line and shape (one in particular, PICASSO, HESTER, KLIMT or BASQUIAT)</li> <li>2. Small experimental media workshops in ink, pencil, colour works based on simplified line, shape and colour portraits</li> </ol>		<p>Continuous verbal feedback to all students</p>

Wk 6	<p><b>YOU DO: Create expressive works for a folio based on abstract techniques in line, tone, colour and texture.</b></p> <p><i>This week's success criteria are:</i></p> <ol style="list-style-type: none"> <li>1. Continue experimental workshops in media and technique focused on abstract art to complete at least two folio pieces</li> </ol>	<ul style="list-style-type: none"> <li>• Folio or Work Due (at least 2 abstract portraits)</li> </ul>	
Wk7	<p><b>YOU DO: Resolve an Abstract expressive portrait.</b></p> <p><i>This week's success criteria are:</i></p> <ol style="list-style-type: none"> <li>1. Resolve an Abstract, expressive portrait.</li> </ol>		Continuous verbal feedback to all students
Wk 8-10	<p><b>YOU DO: Resolve an Abstract expressive portrait.</b></p> <p><i>This week's success criteria are:</i></p> <ol style="list-style-type: none"> <li>1. Resolve an abstract, expressive portrait in colour.</li> </ol>	<ul style="list-style-type: none"> <li>• Resolved Abstract portrait DUE.</li> </ul>	
<b>Move on to next rotation.</b>			



## Class Course Planner – 2026 (Term 1)

Class: 8 Film, Television & New Media

Teacher/s – Leigh Harder

Term Week	Curriculum Intent	Assessment Items	Feedback Strategies
T1 Wk1	Course introduction + baseline skills Course routines, expectations, and safe/responsible media practice. Introduce cinematic language as “tools that create meaning”. Shot sizes: long, mid, close. Framing basics: headroom, lead room, simple composition.	N/A	Entry quiz (5 questions) to check basic understanding.
T1 Wk2	Shot sizes + framing control Shot sizes in storytelling (what the audience learns). Framing for intention (focus, cropping, visual priority). Introduce camera stability and basic camera movement rules.	Task 1 launched: A3 Poster Series (Cinematic Language). Students receive poster template and example set. Practical: “3 shot sizes of the same subject” (photo evidence for posters).	Checkpoint: students submit a 4-part note template with 2 timecodes per element. Teacher checks understanding before screening.
T1 Wk3	Camera angles + meaning High angle, low angle, eye level, POV. Angle choices and audience positioning (power, vulnerability, intimacy). Introduce over the shoulder and eyelines (basic screen direction).		Teacher checks: image relevance + clarity of meaning statement. Peer swap: students proofread each other’s definitions for simple wording.
T1 Wk4	Consolidation and presentation skills Students refine visual layout and readability (hierarchy, spacing, legibility). Review: shot sizes, framing, angles. Mini lesson: attribution and responsible use of images (school safe).	Task 1 due: A3 Poster Series submission (end of Week 4). Short reflection (100–150 words or 6 dot points): what improved and why.	Marking using a simple checklist (meets / not yet). Whole class feedback on the most common issues (definitions, image mismatch, cluttered layout).
T1 Wk5	Photographic composition 1: Rule of Thirds Rule of thirds as intentional framing. Subject placement and background control. Students practise planning before shooting.	Composition workbook begins (weekly): Workbook pages for rule of thirds (definition, examples, plan). Practical: 8–12 photos showing rule of thirds. Select best 3 and annotate (1 sentence each).	Teacher checks workbook completion in class (stamp or tick). Peer critique using a prompt: “Where is your subject placed and why?”
T1 Wk6		Workbook + practical: leading lines pages. Practical: 8–12 photos	Rapid “show and tell” (30 seconds each): students explain <a href="https://trinitybayshs.eq.edu.au">trinitybayshs.eq.edu.au</a>



	<p>Photographic composition 2: Leading lines Leading lines to guide attention and create depth. Foreground, midground, background layering (simple). Viewpoint choices to strengthen lines.</p>	<p>featuring leading lines. Select best 3 and annotate.</p>	<p>choice. Teacher gives 1 improvement target per student for next shoot.</p>
T1 Wk7	<p>Photographic composition 3: Framing within the frame Natural frames, shooting through objects, using space. Composition choices linked to meaning and mood.</p>	<p>Workbook + practical: framing pages. Practical: 8–12 photos featuring framing.</p>	<p>Mid unit folio check with clear “missing work” list. Peer feedback on best image: “What works?” “What would you adjust?”</p>
T1 Wk8	<p>Editing 1: Core cuts + jump cuts What editing does: pace, clarity, meaning. Trim, order, and rhythm. Jump cuts: when they work, when they look accidental.</p>	<p>Task 2 launched: Tourism or Event Highlights Edit (30–45 seconds). Students choose one of two footage options (teacher curated). Checkpoint: import footage and build rough assembly.</p>	<p>Teacher checks timelines in class (must see sequence assembled).</p>
T1 Wk9	<p>Editing 2: Transitions for clarity Cut is the default. Cross dissolve and dip to black used with purpose. Basic audio: levels, simple music bed, remove distracting noise.</p>	<p>Task 2 checkpoint: draft export due end of Week 9. Must include: 1 jump cut, 1 cross dissolve, 1 dip to black, and 3 titles (start, location, end card).</p>	<p>Structured peer review: students identify where each required technique appears. Teacher feedback on pacing and clarity (what to cut, what to keep).</p>
T1 Wk 10	<p>Editing 3: Pacing, titles, and sound Build a clear beginning, middle, end in under 45 seconds. Simple rhythm: match cuts replaced with music beat timing (cut on the beat). Final export settings, file naming, submission process, screening.</p>	<p>Task 2 final due: end of Week 10. Final export + short reflection (6 prompts or 150 words). Submission pack includes project file or screenshots of timeline as evidence.</p>	<p>Class screening with feedback form  Teacher provides final notes: 2 strengths + 1 next step for Term 2.</p>
Easter Holidays			



## Class Course Planner – 2026 (Term 1)

Class: 9 Film, Television & New Media

Teacher/s – Leigh Harder

Term Week	Curriculum Intent	Assessment Items	Feedback Strategies
T1 Wk1	<b>Cinematic language: review and extension</b> Shot sizes, framing, angles, and basic camera movement. Focus on how choices create meaning for an audience.	Task 1 launched: Cinematic Language Video Edit (1 to 2 minutes). Students begin collecting example clips and images.	Quick knowledge check. Teacher checks each student's plan before editing.
T1 Wk2	<b>Shot sizes and framing with intention</b> Shot sizes as storytelling tools. Framing: headroom, lead room, background control. Movement: pan, tilt, push in, pull out (stable and purposeful).	Shot sizes and framing with intention Shot sizes as storytelling tools. Framing: headroom, lead room, background control. Movement: pan, tilt, push in, pull out (stable and purposeful).	Shot sizes and framing with intention Shot sizes as storytelling tools. Framing: headroom, lead room, background control. Movement: pan, tilt, push in, pull out (stable and purposeful).
T1 Wk3	<b>Angles and audience positioning</b> High, low, eye level, POV, over the shoulder. Editing basics: pacing, cutaways, readability.	Angles and audience positioning High, low, eye level, POV, over the shoulder. Editing basics: pacing, cutaways, readability.	Angles and audience positioning High, low, eye level, POV, over the shoulder. Editing basics: pacing, cutaways, readability.
T1 Wk4	<b>Polish and communicate meaning</b> Refine pacing and sequence order. Add audio: music bed and or voiceover. Basic audio levels and clean delivery.	Polish and communicate meaning Refine pacing and sequence order. Add audio: music bed and or voiceover. Basic audio levels and clean delivery.	Polish and communicate meaning Refine pacing and sequence order. Add audio: music bed and or voiceover. Basic audio levels and clean delivery.
T1 Wk5	<b>Sound design foundations</b> Sound layers: effects, ambience, music.	Sound design foundations Sound layers: effects, ambience, music.	Sound design foundations Sound layers: effects, ambience, music.



	Foley and safe recording practices. Planning a Foley list for a chosen clip.	ambience, music. Foley and safe recording practices. Planning a Foley list for a chosen clip.	ambience, music. Foley and safe recording practices. Planning a Foley list for a chosen clip.
<b>T1 Wk6</b>	<b>Foley production and mixing</b> Recording multiple takes, room tone, syncing sound. Mixing basics: levels and clarity.	Foley production and mixing Recording multiple takes, room tone, syncing sound. Mixing basics: levels and clarity.	Foley production and mixing Recording multiple takes, room tone, syncing sound. Mixing basics: levels and clarity.
<b>T1 Wk7</b>	<b>Camera operation and shooting skills</b> Focus, exposure basics, stability, white balance. Coverage: wide, mid, close, inserts.	Camera operation and shooting skills Focus, exposure basics, stability, white balance. Coverage: wide, mid, close, inserts.	Camera operation and shooting skills Focus, exposure basics, stability, white balance. Coverage: wide, mid, close, inserts.
<b>T1 Wk8</b>	<b>Shooting for editing</b> Continuity basics: eyelines and matching action. Motivated camera movement. Quick practice edit from drill footage.	Shooting for editing Continuity basics: eyelines and matching action. Motivated camera movement. Quick practice edit from drill footage.	Shooting for editing Continuity basics: eyelines and matching action. Motivated camera movement. Quick practice edit from drill footage.
<b>T1 Wk9</b>	<b>Story development foundations</b> 3 act structure: setup, confrontation, resolution. Goal, obstacle, and stakes. Conflict types suitable for Year 9.	Story development foundations 3 act structure: setup, confrontation, resolution. Goal, obstacle, and stakes. Conflict types suitable for Year 9.	Story development foundations 3 act structure: setup, confrontation, resolution. Goal, obstacle, and stakes. Conflict types suitable for Year 9.
<b>T1 Wk 10</b>	<b>From shot to sequence to scene</b> Turn beats into scenes and plan coverage. Shot list and basic storyboard frames. Filming plan that can continue into the break.	Checkpoint: pre production pack due end of Week 10. Logline, 3 act beat sheet, shot list (10 shots minimum), production plan.	Teacher conference for feasibility. Clear next step list for Term 2.

**Easter Holidays**



# Class Course Planner – 2026

## 9 ART

**Trinity Bay SHS**

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Class: 9ART 'Mutant creature'

Teacher/s:

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	<b>Introduction to the 'Mutant creature' unit and key artists:</b> <ul style="list-style-type: none"> <li>Overview of the 9 ART course and expectations and routines.</li> <li>Introduction to the Mutant Creature unit and assessment overview.</li> <li>Reflect on key artists.</li> <li>Students will develop a collaged mutant creature design.</li> <li>Students will refine and edit mutant creature collage to create a formal sculpture design.</li> </ul>		Term 1 Course Planner distributed
Wk 2	<b>Introduction to working with clay and ceramics techniques:</b> <ul style="list-style-type: none"> <li>Students will test construction of pinch pots, slabs, coils and joining to create an experimental clay sculpture.</li> <li>Students will create a sculpture plan to problem-solve how to use ceramics construction techniques to create their collage sculpture design.</li> </ul>	<b>Responding:</b> Sculpture plan <b>DUE</b>	Verbal feedback on collage
Wk 3	<b>Begin resolving clay mutant creature:</b> <ul style="list-style-type: none"> <li>Referring to sculpture plan and collage, students will use ceramics construction techniques to begin resolving the body of their mutant toy.</li> </ul>		Ongoing individual conferencing and verbal feedback.
Wk 4	<b>Begin resolving clay mutant creature:</b> <ul style="list-style-type: none"> <li>Students to continue using clay construction techniques to build and embellish features of their mutant toy.</li> </ul>		
Wk 5	<b>Finish resolving clay mutant creature construction:</b> <ul style="list-style-type: none"> <li>Students to finish work to allow drying time before bisque firing.</li> </ul>		
Wk 6	<b>Introduction to acrylic painting techniques</b> <ul style="list-style-type: none"> <li>Students will explore colour theory and acrylic painting techniques</li> </ul>		
Wk 7	<b>Introduction to writing an artist's statement</b> <ul style="list-style-type: none"> <li>Students will use analytical, descriptive and technical language to write an artist's statement communicating the influence of key artists, choices made with construction techniques, colour and painting techniques.</li> </ul>	<b>Responding:</b> Artist's statement <b>DUE</b>	
Wk 8	<b>Finish resolving fired clay mutant creature:</b> <ul style="list-style-type: none"> <li>Students will resolve their mutant creature sculpture using acrylic painting techniques, colour and embellishment with found objects.</li> </ul>		
Wk 9	<b>Finish resolving mutant creature:</b> <ul style="list-style-type: none"> <li>Students will continue to resolve their mutant creature sculpture using acrylic painting techniques, colour and embellishment with found objects.</li> </ul>		
Wk10	<b>Resolving clay mutant creature:</b> <ul style="list-style-type: none"> <li>Students to display work in the gallery with artist's statement.</li> </ul>	<b>Making:</b> Mutant Creature <b>DUE</b>	
<b>School Holidays</b>			



# Class Course Planner – 2026

## Term 1

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**Class:** 9 Digital Art and Design – *SNAPCHAT CHALLENGE*

**Teacher/s:**

<b>Wk1</b>	<b>Introduction to unit</b> <ul style="list-style-type: none"> <li>Analyse the most popular current Snap Chats</li> <li><b>Fun Photoshop activities to hook students in (liquify, distortion, cloning, masking)</b></li> <li>Mood board of favourite snap chat filters (copy, paste, edit, transform photoshop skills refresh)</li> </ul>		
<b>Wk2</b>	<b>Intro to portrait photography and lighting</b> <ul style="list-style-type: none"> <li><b>Activity 1:</b> DSLR camera workshop</li> <li><b>Activity 2:</b> Studio lighting (high key)</li> <li><b>Activity 3:</b> Saving images, file naming conventions and extensions</li> </ul>		Feedback, marks given
<b>Wk3</b>	<b>Practicing Photoshop skills</b> <ul style="list-style-type: none"> <li><b>Activity 1:</b> Cloning and creating hybrids</li> <li><b>Activity 2:</b> Photoshop brushes</li> <li><b>Activity 5:</b> Layers</li> </ul>	<b>Assessment x 3</b>	<b>Feedback x 3</b> Feedback provided
<b>Wk4</b>	<b>Practicing Photoshop skills</b> <ul style="list-style-type: none"> <li><b>Activity 4:</b> Gradients</li> <li><b>Activity 5:</b> Healing Brush</li> <li><b>Activity 6:</b> Layers</li> </ul>		
<b>Wk5</b>	<b>Design and Produce a series of snap chat filters using Photoshop</b> <ul style="list-style-type: none"> <li>Review task sheet and criteria.</li> <li>Choose model</li> <li>Photography using DSLR</li> <li>Save images correctly</li> <li>Commence editing in photoshop</li> </ul>	<b>Activities 1-6 DUE</b> in OneDrive by Friday.	Load images into your OneDrive folder for teacher feedback. Teacher feedback on design and production skills.
<b>Wk6</b>	<b>Production of 6 x snap chat filters</b>		Conference with teacher on design and production plan Ongoing conferencing from teacher on SMA production progress.
<b>Wk7</b>	<b>Production of 6 x snap chat filters</b>	<b>Production of 6 x snap chat filters</b>	
<b>Wk8</b>	<b>Create an animated GIF with all of your snap chat filters. (6 in total)</b>	<b>Production of 6 x snap chat filters</b>	
<b>Wk9</b>	<b>Written component: 150 words "How to Guide". Create step by step instructions to create one snap chat filter</b>	<b>DUE DATE:</b> 6 x filter + written task	
<b>Wk10</b>	<b>Intro to Term 4 unit</b>	.	<ul style="list-style-type: none"> <li>Feedback on criteria for assessment.</li> <li>Ladder result</li> </ul>



# Class Course Planner – 2026

## Term 1

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Class: 9 PRT - Pattern in Art

Teacher/s: Ms Masters

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk 1	<p><b>Welcome to Practical Art</b> Use of visual diaries, class box, routines and expectations.</p> <p><b>Introduce "Pattern" in Art</b> Explore pattern in art and in life – composition, rhythm, repetition, shape, pattern as a structure and organisational tool, cultural patterns etc. Complete simple pattern activities.</p>		Hand out task and review requirements
T1 Wk 2	<p><b>Pattern Scavenger Hunt</b> Draw simple patterns. Create own pattern from a shape – simplification, stylisation, repetition Mark making, monochromatic and coloured explorations</p>		
T1 Wk 3	<p><b>Pattern 1 – Organic patterns inspired by nature</b> Ink, watercolour, black pens, coloured pencils, oil pastels, collage Still life or outside in the playground or fruit/flower dissections Undertake some observational/representational drawing studies Begin transforming these drawings using patterns Explore patterns that already exist in nature Micro/macro drawings Using pattern to abstract the imagery</p>		Continuous verbal feedback
T1 Wk 4	<p><b>Pattern 1 – Organic patterns inspired by nature</b> As above</p>	<b>Pattern 1 DUE</b>	
T1 Wk 5	<p><b>Pattern 2 - Geometric or mathematical patterns</b> Black pens, coloured pencils, watercolours, cut card Mirroring/reflecting Tessellations and geometric grids Mandala patterns Notan Art</p>		
T1 Wk 6	<p><b>Pattern 2 - Geometric or mathematical patterns</b> As above</p>	<b>Pattern 2 DUE</b>	Continuous verbal feedback
T1 Wk 7	<p><b>Pattern 3 – Cultural or symbolic patterns</b> Black pens, watercolour, paint, collographic prints (glue string to create a raised surface for stamping/branding) Student's own cultural background and knowledge of traditional shapes/symbols/motifs/patterns Torres Strait lino print designs Pacific Island tattoo and tapa cloth Tattooing and scarification Indigenous artwork from around the world</p>		
T1 Wk 8	<p><b>Pattern 3 – Cultural or symbolic patterns</b> As above</p>	<b>Pattern 3 DUE</b>	Continuous verbal feedback
T1 Wk 9	<p><b>Pattern 4 – Develop a personal pattern style</b> Patterns that tell the students own story Inspirational artists - Yayoi Kusama, Keith Herring,</p>		
T1 Wk 10	<p><b>Pattern 4 – Develop a personal pattern style</b> As above</p> <p>Ensure all experimental artworks are complete</p>	<b>Experimental Pattern Folio DUE</b>	Feedback on Pattern Folio
<b>School Holidays</b>			



# Class Course Planner – 2026

## Term 1

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Class: 10 Graphic Design

Teacher: Ms Mudge

Term/Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<p>“How to be a Graphic Designer” Unit: Intro to Graphic Design, history of Graphic Design Design Principles and Elements &amp; Colour theory Look at examples, students to set up folders in Onedrive</p>		<p>Term 1 Course Planner distributed  task sheet distributed</p>
T1 Wk2	<p>Intro to design briefs Intro to design process: exercises Intro to Photoshop Design challenge using Photoshop #1 in response to a brief</p>		
T1 Wk3	<p>Recap of Design principles and elements Intro to Illustrator Intro to Typography Design challenge using Typography and Illustrator #2 in response to a brief</p>		
T1 Wk4	<p>Recap of Design principles and elements Recap of Typography Design challenge #3 Converting hand drawn to vector Rendering using Photoshop and Illustrator Copyright, Intellectual Property and AI</p>		
T1 Wk5	<p>Intro to logo design. Students to create own logo for their <b>personal brand</b>. Combining typography, images, vectors, illustrations, hand drawn. Intro to target audience, commence design process. Students to research logos, create a PPT of research</p>		
T1 Wk6	<p>Students to continue to create their personal logos using a combination of photoshop and illustrator.</p>	Feedback given	
T1 Wk7	<p>Students to continue to create their personal logos using a combination of photoshop and illustrator. Intro to Indesign, students learn how to assemble logo and text into a business card format.</p>		
T1 Wk8	<p>Students to continue to create their personal logos using a combination of photoshop and illustrator. Intro to Indesign, students learn how to assemble logo and text into a business card format. Animate their logos as a GIF or in Premiere Pro</p>		<p><i>Conferencing with students on work progress and possible improvements</i></p>
T1 Wk9	<p>Students to continue to create their personal logos using a combination of photoshop and illustrator. Complete and export and print business card. Work on design process PPT. Logo and research due.</p>	LOGO DUE	

T1 Wk10	Intro to Term 2 content	Revisit any unfinished work. Creative experiments	Reviewing and improving submissions
<b>Holidays begin</b>			



# Class Course Planner – 2026

## 10 ART

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Class: 10 ART – ‘Art as lens – Using the personal and contemporary contexts to explore self-portraits’

Teacher/s:

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<p><b>Public holiday: Monday 26 January</b></p> <p><b>Art as lens</b></p> <ul style="list-style-type: none"> <li>Introduction to portraits as a way of communicating personal information or creating new and unusual ideas about yourself.</li> <li><b>Research</b> and <b>reflect</b> on key artists who use a personal or contemporary context including David Noonan, Christian Thompson, Candy Jernigan, Laith McGregor, Kathe Kollwitz, Del Kathryn Barton, Cherry Hood and others</li> <li>Begin <b>researching</b> and <b>developing</b> materials, technologies, techniques and processes to experiment with ways of creating a portrait.</li> </ul>		<p><b>Course planners distributed.</b></p> <p>Ongoing verbal feedback on painting experiments</p>
T1 Wk2	<p><b>Development of experimental folio</b></p> <ul style="list-style-type: none"> <li><b>Research</b> and <b>reflect</b> on how approaches and techniques can be used as a way of communicating ideas.</li> <li>Investigate how to use personal and contemporary contexts to develop artworks.</li> <li>Experiment with different media, techniques and approaches to communicate personal information or create new and unusual ideas about yourself.</li> </ul>		
T1 Wk3	<p><b>Further development of experimental folio</b> through teacher-directed inquiry into key artists.</p>		Ongoing feedback on techniques, media and processes.
T1 Wk4	<p><b>Finalise experimental folio</b></p>		
T1 Wk5	<p><b>Develop a focus statement for resolved portrait.</b></p> <ul style="list-style-type: none"> <li><b>Reflect</b> and <b>develop</b> ideas for the major portrait, noting possible influence of artist mentors and how to communicate personal information or create new ideas about them.</li> <li>Write a ‘Focus statement’ outlining intent for the portrait and how materials, technologies, techniques and processes will be used to communicate personal information or create new ideas.</li> </ul>	<p><b>Experimental folio DUE</b></p>	Feedback on plan for resolved portrait.
T1 Wk6	<p><b>Begin resolved portrait.</b></p> <ul style="list-style-type: none"> <li>Take photographic portraits of the chosen subject to <b>research</b> lighting, pose and gestural options.</li> </ul>	<p><b>Focus statement DUE.</b></p>	
T1 Wk7	<p><b>Continue working on resolved portrait.</b></p> <ul style="list-style-type: none"> <li>Manipulate and exploit materials, technologies, techniques and processes to communicate ideas about the subject.</li> </ul>		
T1 Wk8	<p><b>Continue working on resolved portrait.</b></p> <ul style="list-style-type: none"> <li>Participate in peer review and feedback.</li> </ul>		Peer feedback on resolved portrait.
T1 Wk9	<p><b>Continue working on resolved portrait.</b></p>		
T1 Wk 10	<p><b>Finish portrait and display.</b></p> <ul style="list-style-type: none"> <li>Reflect on areas requiring a refined resolve and adjust resolved portrait in gallery as needed.</li> <li>Write artist’s statement</li> </ul>	<p><b>Resolved portrait and artist’s statement DUE.</b></p>	<b>Ladder results.</b>



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## Term 1

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Class: Year 10 Film, Television & New Media

Teacher: Mr Weston

Term Week	Curriculum Intent	Assessment	Feedback
T Wk1	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>Introduction to course structure, class routines and expectations.</li> <li>Brief Introduction to 4 elements of film style: cinematography, editing, sound, mise-en-scene.</li> <li>Further exploration of principles of cinematography and editing.</li> </ul>		Term 1 Course Planner Distributed  Hand out task sheet for this unit
T Wk2	<b>Codes &amp; Conventions of Moving Image Media: Cinematography</b> *Identifying key concepts of cinematography *Describing key concepts of cinematography *Applying key concepts of cinematography to analyse a text.		
T Wk3	<b>Codes &amp; Conventions of Moving Image Media: Mise-en-scene</b> *Identifying key concepts of mise-en-scene *Describing key concepts of mise-en-scene *Applying key concepts of mise-en-scene to analyse a text.		
T Wk4	<b>Codes &amp; Conventions of Moving Image Media: Editing</b> *Identifying key concepts of editing *Describing key concepts of editing *Applying key concepts of editing to analyse a text.		
T Wk5	<b>Codes &amp; Conventions of Moving Image Media: Sound</b> *Identifying key concepts of sound *Describing key concepts of sound *Applying key concepts of sound to analyse a text.		Student conferencing to check for understanding of required language features and structure.
T Wk6	<b>Analysing Moving Image Media</b> *Applying knowledge of codes and conventions to construct extended written responses	<b>ASSESSMENT TASK 1:</b> ANALYSIS OF FILM SCENE	Standards awarded to assessment task and specific written feedback.
T Wk7	<b>Cinematography Workshop 1</b> <ul style="list-style-type: none"> <li>Camera Operation               <ul style="list-style-type: none"> <li>Viewing and analysing examples of camera operation techniques –panning, tilting, shot sizes, depth of field.</li> <li>Getting to know the camera; basic functions and operation.</li> <li>Practicing camera operation techniques.</li> </ul> </li> </ul>		
T Wk8	<b>Editing Workshop</b> <ul style="list-style-type: none"> <li>Introduction to Adobe Premiere</li> <li>viewing and learning basic functions of Premiere Pro</li> </ul>		
T Wk9	<b>Production Skills in Practice</b> <ul style="list-style-type: none"> <li>Scene recreation task:</li> <li>Apply codes and conventions of moving image media texts to construct storyboards that re-create an iconic film scene.</li> </ul>		
Wk 10	<b>Production Skills in Practice</b> <ul style="list-style-type: none"> <li>Scene recreation assessment:               <ul style="list-style-type: none"> <li>Apply codes and conventions of moving image media texts to construct storyboards that re-create an iconic film scene.</li> </ul> </li> <li>Use digital film making equipment to produce a refined recreation of a film scene.</li> </ul>	<b>FORMATIVE ASSESSMENT:</b> RECREATION OF FILM SCENE	

Easter Holidays



# Class Course Planner – 2026

## Term 1 – Photographic Production

**Trinity Bay SHS**

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www.trinitybayshs.eq.edu.au

Class: 10 MPH

Teacher/s:

Term Week	Curriculum Intent	Assessment x 2	Feedback x 2
T1 Wk1	<ul style="list-style-type: none"> <li>Introduction to the unit and term</li> <li>Onedrive and TEAMS, set up folders</li> <li>Students to find 10 images they like and discuss in PPT format</li> </ul>		
T1 Wk2	<ul style="list-style-type: none"> <li>Introduction to theory and elements of photography</li> <li>Intro to Shot sizes and Camera Angles</li> </ul>		
T1 Wk3	<ul style="list-style-type: none"> <li>Introduction to theory and elements of photography</li> <li>Shot sizes and Camera Angles consolidation</li> <li>Intro to Leading lines and Framing</li> </ul>		Course planners and assessment tasks
T1 Wk4	<ul style="list-style-type: none"> <li>Introduction to theory and elements of photography</li> <li>Elements of photography consolidation</li> <li>Intro to Rule of thirds &amp; pattern</li> <li>Intro to Photoshop/Lightroom</li> </ul>		
T1 Wk5	<ul style="list-style-type: none"> <li>Introduction to theory and elements of photography</li> <li>Elements of photography consolidation</li> <li>Intro to Symmetry, Asymmetry and light (side, front, back, studio and natural) and pattern</li> <li>Continue to learn the basics of Photoshop</li> </ul>		Ongoing feedback
T1 Wk6	<ul style="list-style-type: none"> <li>Shallow and deep depth of field</li> <li>Intro to shutter speed &amp; aperture &amp; DSLR</li> <li>Students to use natural and studio light</li> <li>Edit photos in Photoshop or Lightroom</li> </ul>		
T1 Wk7	<ul style="list-style-type: none"> <li>Conceptual Photography</li> <li>Represent and idea or concept</li> <li>Create folio of works in PPT (edited in Photoshop)</li> </ul>	<b>Folio of images DUE</b>	
T1 Wk8	<ul style="list-style-type: none"> <li>Written task</li> <li>Editing folio of work</li> </ul>		
T1 Wk9	<b>Submission of final folio and written task</b>	<b>Folio + written task DUE</b>	
T1 Wk10	Intro to term 2		Achievement Ladder distributed



# Class Course Planner – 2026

## Term 1

**Trinity Bay SHS**

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Class: Year 10 Visual Arts in Practice “Drawing Foundations”

Teacher/s:

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	<b>Introduction to visual arts in practice</b> <ul style="list-style-type: none"> <li>Learning foundational art skills in this unit</li> <li>Exploring a wide range of media and techniques used by artists</li> <li>Still life as subject matter</li> <li>Observational line drawings of still life</li> <li><b>Key Artists:</b> Julian Meagher, Holly Coulis (and more to be added)</li> </ul>		Term 1 Course Planner Distributed  Task and Criteria Sheet Distributed
Wk 2	<b>Start developing an experimental folio</b> <ul style="list-style-type: none"> <li>Learn about tone and texture, experiment with these drawing techniques</li> <li>Explore different drawing mediums – perhaps dry media this week</li> <li>Explore drawing from life and from photographs/photocopies/print outs</li> </ul>		
Wk 3	<b>Continue experimental work</b> <ul style="list-style-type: none"> <li>Learn a new observational drawing technique</li> <li>Explore different drawing mediums – perhaps wet media this week</li> <li>Explore drawing from life and from photographs/photocopies/print outs</li> </ul>		Ongoing teacher feedback
Wk 4	<b>Continue experimental work</b> <ul style="list-style-type: none"> <li>Learn about mixed media</li> <li>Explore different mixed media techniques</li> </ul>		
Wk 5	<b>Experimental still life folio checkpoint:</b> <ul style="list-style-type: none"> <li>- Do students need more time to experiment?</li> <li>- Is there potential for 3D exploration of still life genre (look at the work of artists: Jean Shin and Stephanie H Shih)</li> <li>- What experiments have been most successful?</li> <li>- Can any experiments be developed into resolved artworks?</li> </ul> <b>Create individual still life arrangement as basis for continued experimental work or a resolved artwork</b> <ul style="list-style-type: none"> <li>Create new still life arrangement</li> <li>Photograph still life, as documentation but also as stimulus for continued experimental work and/or resolved artwork (students can continue working from photos if needed)</li> </ul>	<b>Experimental still life folio checkpoint</b>	Verbal feedback on experimental folio
Wk 6	<b>Continue experimental folio or developing an experiment into a resolved artwork</b>		
Wk 7	<b>Continue experimental folio or developing an experiment into a resolved artwork</b>		Ongoing teacher feedback
Wk 8	<b>Continue experimental folio or developing an experiment into a resolved artwork</b>		
Wk 9	<b>Finalise experimental folio or resolved artwork</b>	<b>Experimental still life folio DUE</b>	
Wk 10	<b>Write artist statement</b> <ul style="list-style-type: none"> <li>Reflecting on and evaluating on folio (and resolved artwork if completed)</li> </ul>	<b>Artist Statement DUE</b>	Written and verbal feedback on submitted assessment
<b>School Holidays</b>			



**Class Course Planner – 2026  
Semester 1 (Term 1)**

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Class: 11MAP – Introduction to Photography Composition & Personal Viewpoint

Teacher/s:

Term Week	Curriculum Intent	Assessment 8 page multi-modal	
T1 Wk1	<b>Introduction to:</b> The class and program, expectations. Onedrive, File management, Housekeeping. Analysis of photos, digital literacy PPT.		COURSE PLANNER (FU)  HANDOUT TASKS
T1 Wk2	<b>Image composition theory and techniques</b>  Focus: Shot sizes (extreme close up, close up, mid shot, long shot). Camera angles (high and low). Light & Shadow, leading lines, framing, rule of thirds, Symmetry, Asymmetry, Shallow depth of field, deep depth of field.  Activity: PPT consolidation. Kahoot Quiz.		
T1 Wk3	<b>Brainstorming personal viewpoints:</b> Students to brainstorm, research and develop their own and others social values, attitudes and beliefs. They choose one societal issue and they use a media language to express their own personal viewpoint.		<b>Feedback x 3</b>
T1 Wk4	<b>DSLR camera workshops and mechanics:</b>  Basic Settings, Camera Functions and Focus, Focus on Aperture, ISO, Shutterspeed. Camera licence checklist.		Reference shot list.
T1 Wk5	<b>Introduction to Adobe: Photoshop, Lightroom, Premiere Pro, Indesign and Illustrator.</b>  Intro to interface, tools, selection, layers, window panels, adjustment layers, masking, cloning, touch up tools, timeline, file formats, raster, vector, exporting, file management.		
T1 Wk6	<b>Introduction to Lighting (studio and natural)</b>  High key lighting, low key lighting, 3 point lighting, natural lighting.		Review conferencing (FF)
T1 Wk7	<b>Commencing assessment – Multi- Modal</b>  Students to include research, class exercises, experiments		
T1 Wk8	<b>Commencing assessment – Multi- Modal</b>  Students to include research, class exercises, experiments Camera basics, composition theory, symbolism exam	Multi-Modal Draft Due	
T1 Wk9	Multi-modal Due	Final Due	

T1 Wk10	Feedback Given and meeting about Artwork (still images of short film)		
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## Class Course Planner – 2026 (Term 1)

Class: 11 VCM | Certificate 3 in ICT - Project: Project 1 2D Design and Animation (CUADIG304, CUAANM301)

Teacher/s – Leigh Harder

Term Week	Curriculum Intent	Assessment Items	Feedback Strategies
<b>T1 Wk1</b>	Whole class induction. What “competency evidence” looks like. File management, OneDrive folders, naming conventions. Intro to Project 1 requirements and the PowerPoint folio structure. Quick software check: Adobe Animate access, alternatives if required.	Evidence setup: correct folder structure, file naming test, PowerPoint template saved and renamed correctly.	Teacher spot checks for folders and naming. Fix issues immediately so evidence is not lost later.
<b>T1 Wk2</b>	Year 11 focus week. Launch character brief: humanoid animated character for 2D animation. Start figure drawing evidence and realistic drawing tips. Begin brainstorming and rough sketches on paper.	PowerPoint slides 1 to 4 underway: figure drawings inserted, 4 realism tips written, rough sketches inserted, style explanation started.	Live desk conferences: check that each student has enough drawings and that tips are specific.
<b>T1 Wk3</b>	Year 11 independent week. Continue figure drawing practice and upload best examples. Expand brainstorming sketches. Begin reference image collection (minimum 8) and note sources for referencing.	PowerPoint slides updated: 8 reference images added with basic source notes.	Teacher checks references and reminds students that evidence must be traceable and credible.
<b>T1 Wk4</b>	Year 11 focus week. Digital sketching workshop: silhouettes, tonal sketches, shape design. Translate best ideas into a refined digital concept drawing.	PowerPoint slide 6 and 7: digital sketches added and a quality final digital drawing inserted.	Written feedback on design clarity, silhouette readability, and whether the style statement matches the visuals.
<b>T1 Wk5</b>	Year 11 independent week. Prepare character for animation: separate into body parts, plan rig points, export a clean PNG set. Start building in Adobe Animate (or approved alternative) with layers named clearly.	PowerPoint slide 8: body parts version inserted. Evidence screenshots of layer naming and file organisation saved.	Teacher spot checks for layer naming, consistent proportions, and correct canvas size (1920 x 1080).
<b>T1 Wk6</b>	Year 11 focus week. Rigging and movement fundamentals: parenting, basic rigs, armature style controls if applicable.	PowerPoint slide 9: rig animation exported and embedded. Export file saved to	Teacher gives targeted notes on timing, clean poses, and whether the



	Produce a simple character animation and export as GIF or MP4.	OneDrive with correct naming.	rig actually controls the intended parts.
<b>T1 Wk7</b>	Year 11 independent week. Software investigation task: compare 3 different 2D animation or design tools. Students must answer all fields (strengths, weaknesses, complexity, outputs, uses).	PowerPoint slide 10 completed for three software options.	Teacher checks that responses are not generic and that outputs and uses match the software.
<b>T1 Wk8</b>	Year 11 focus week. 12 Principles of Animation lesson and bouncing ball exercise. Then automated tween task using vector shapes or symbols. Export both.	PowerPoint slide 11 bouncing ball export. Slide 12 tween export.	Quick export audit in class: correct format, plays correctly, stored in the right folder.
<b>T1 Wk9</b>	Year 11 independent week. Audio and lip sync task: short voice clip with face or mouth movements. Begin planning final piece: choose either company intro sequence or short character animation. Collect 3 inspirations and plan storyboard.	PowerPoint slides 13 to 15: voice and lip sync export, goal set, 3 inspirations added, process evidence started.	Teacher conference: approve scope for final piece and confirm audio plan is realistic for the time available.
<b>T1 Wk 10</b>	Year 11 focus week. Produce final piece for Task 1c: animated title sequence or short character animation with soundtrack. Package evidence: final export embedded in PowerPoint, links checked, file naming finalised, submission ready.	Project 1 evidence due: Character design portfolio content completed in PPT, 2D design and animation PPT completed, final animation company title sequence exported and submitted.	Peer checklist review before submission. Teacher sign off against evidence checklist and notes any competency gaps for catch up early Term 2.
<b>Easter Holidays</b>			



# Class Course Planner – 2026

## Term 1/2

**Trinity Bay SHS**

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Class: 11 ART - Art as lens

Teacher/s:

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk 1	<p><b>Introduction to Art as lens</b></p> <ul style="list-style-type: none"> <li>Learn about the course and the types of learning experiences and assessment tasks you will undertake for Unit 1.</li> <li>Learn about the ways artists can develop approaches through the personal and contemporary contexts</li> <li>Look at A and C standard examples of documenting RDRR.</li> <li>General housekeeping – black art folios and visual diaries</li> <li><b>Research, reflect</b> on and experiment with approaches used by key artists. Explore artists who use a personal or contemporary context to investigate people, place and/or objects including Marian Drew, Ah Xian and Daniel Crooks.</li> </ul>		Course planners distributed.
T1 Wk 2	<p><b>Explore a range of approaches to making:</b></p> <ul style="list-style-type: none"> <li><b>Researching</b> and <b>reflecting</b> on approaches used by key 2D, 3D and time-based artists.</li> <li><b>Researching, developing</b> and <b>reflecting</b> on approaches that use a personal or contemporary context.</li> <li>Experiment with ways of responding to object through a personal context.</li> </ul>		Ongoing verbal feedback on initial experiments.
T1 Wk 3	<p><b>Incursion artwork:</b></p> <ul style="list-style-type: none"> <li>Develop incursion work through the influence of key artists and a personal or contemporary context.</li> <li>Create a 3D or time-based <b>incursion artwork</b> to take to site to disrupt the space.</li> </ul>		
T1 Wk 4	<p><b>Excursion to Iconic Cairns site:</b></p> <ul style="list-style-type: none"> <li>Document your incursion into the site.</li> <li>Collect visual, sensory, qualitative and quantitative information about people, place and objects at the site.</li> <li>Brainstorm site.</li> </ul> <p><b>Experimental folio:</b> Inspired by the approaches of key artists and the personal or contemporary context, create a folio of 3 experimental works that demonstrates inquiry into the site by ...</p> <ul style="list-style-type: none"> <li>Exploring 2D, 3D <u>and</u> time-based approaches to people, place <u>and</u> object found at site.</li> <li>Ways of making art in response to site excursion that use a personal or contemporary context.</li> <li>Influence of two key artists.</li> </ul>	<b>Incursion artwork DUE</b>	
T1 Wk 5	<p>Continue to <b>create a folio of 3 experimental works</b> that demonstrate:</p> <ul style="list-style-type: none"> <li>Synthesis of key artists.</li> <li>2D, 3D and time-based approaches to people, place and object found at site excursion.</li> <li>Development of a focus through a personal or contemporary context.</li> </ul>		Ongoing verbal feedback on approaches to site.
T1 Wk 6	Continue to create a folio of 1x 2D, 1x 3D and 1x time-based experimental work.		
T1 Wk 7	<ul style="list-style-type: none"> <li>Finalise folio of 1x 2D, 1x 3D and 1x time-based experimental work.</li> <li>Photograph work and save into OneDrive folder</li> </ul>	<b>Experimental folio DUE</b>	
T1 Wk 8	<ul style="list-style-type: none"> <li>Investigation Report preparation</li> <li>Unpack Report assessment demands</li> <li>Select possible key artists</li> </ul>		
T1 Wk 9	<p><b>Completing an Investigation Report which shows research in to key artists and proposes the creation of a resolved response</b> that explores the site we visited and responds to:</p> <ul style="list-style-type: none"> <li>People <b>OR</b> place <b>OR</b> object from the Site</li> <li>A personal <b>OR</b> contemporary context</li> <li>2D, 3D or time-based media</li> </ul>	<b>Art as Lens Report draft DUE</b>	Draft checklist feedback on report
T1 Wk 10	<p><b>Report</b></p> <ul style="list-style-type: none"> <li>Continue writing report and continue to plan resolved art work.</li> </ul>		

	<b>Easter Holidays</b>		
T2 Wk1	<ul style="list-style-type: none"> <li>Continue writing report and continue to progress resolved art work.</li> </ul>		
T2 Wk 2	<b>Finalise report and continue working on resolved art work</b> <ul style="list-style-type: none"> <li>Finalise intent for resolved work.</li> <li>Engage in teacher and peer critique of intent for resolved work.</li> <li>Begin resolved artwork</li> </ul>	<b>Art as Lens Report DUE</b>	
T2 Wk 3	<b>Continue working on resolved artwork</b>		
T2 Wk 4	<b>Continue working on resolved artwork</b>		Teacher and peer verbal critique.
T2 Wk 5	<b>Continue working on resolved artwork</b>		
T2 Wk 6	<b>Complete resolved artwork and display in gallery</b> <ul style="list-style-type: none"> <li>Critically reflect and engage in peer feedback on areas requiring refining.</li> <li>Write artist's statement</li> </ul>	<b>Art as Lens resolved artwork and artist's statement DUE.</b>	



# Class Course Planner – 2026 (Term 1)

**Trinity Bay SHS**

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Class: 11 Film, Television & New Media

Teacher/s – Leigh Harder

Term Week	Curriculum Intent	Assessment Items	Feedback Strategies
T1 Wk1	<b>Course Introduction</b> <ul style="list-style-type: none"> <li>Introduction to course structure, class routines and expectations</li> <li>Introduction to key concepts: production, design, critique</li> <li>Introduction to 4 elements of film style: cinematography, editing, sound, mise-en-scene</li> </ul>		
T1 Wk2	<b>Film Analysis: Codes &amp; Conventions</b> Understanding and interpreting symbolic and technical codes in screen media – mise-en-scene.		
T1 Wk3	<b>Film Analysis: Codes &amp; Conventions</b> Applying, analysing and evaluating screen media codes and conventions – cinematography.		
T1 Wk4	<b>Film Analysis: Codes &amp; Conventions</b> Applying, analysing and evaluating screen media codes and conventions – editing & sound.		
T1 Wk5	<b>Film Analysis: Drafting</b> <ul style="list-style-type: none"> <li>View and deconstruct analytical exposition exemplar.</li> <li>Apply generic conventions of analytical exemplars.</li> </ul> Students to commence assessment draft.		
T1 Wk6	<b>Film Analysis: Drafting</b> <ul style="list-style-type: none"> <li>Continue film analysis assessment draft.</li> </ul> All students to submit a draft for formal feedback.		Formal written feedback on FIA1 draft.
T1 Wk7	<b>Film Analysis: Final Drafting</b> <ul style="list-style-type: none"> <li>Complete film analysis drafts, submit FIA1 assessment item.</li> </ul>	FIA1: Film Analysis Assessment due	
T1 Wk8	<b>Cinematography Workshops 1</b> <ul style="list-style-type: none"> <li>Camera Operation               <ul style="list-style-type: none"> <li>viewing and analysing examples of camera operation techniques – panning, tilting, shot sizes, depth of field</li> </ul> </li> </ul> practicing camera operation techniques		
T1 Wk9	<b>Cinematography Workshops 2</b> <ul style="list-style-type: none"> <li>Screen composition               <ul style="list-style-type: none"> <li>viewing and analysing screen composition techniques – rule of thirds, leading lines, depth staging, light and shadow</li> </ul> </li> </ul> practicing screen composition techniques		
T1 Wk 10	<b>Editing Workshops</b> <ul style="list-style-type: none"> <li>Introduction to Adobe Premier Pro               <ul style="list-style-type: none"> <li>viewing and learning basic functions of FCP</li> <li>Learning to use effects, transitions and chroma-keying</li> </ul> </li> </ul> completing basic editing jigsaw task		
<b>Easter Holidays</b>			



# Class Course Planner – 2026

## Term 1

**Trinity Bay SHS**

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Class: 11 VAP Unit 1 – Looking inwards (self)

Teacher/s: Haywood/Gubb/Masters/Lloyd/Tuxworth

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	<p><b>Monday January 27 Australia Day Public Holiday</b></p> <p><b>Introduction to Unit 1</b></p> <p><b>Overview of Assessments A1 and A2</b></p> <ul style="list-style-type: none"> <li>Learn about artworks that explore “self”</li> <li>Explore the way that artists portray self through figurative and non-figurative art</li> <li>Finding/collecting, printing/cutting imagery connected to self (magazines, books, internet, photos from phone etc)</li> </ul> <p><i>Key Artists:</i> Christian Thompson and Deborah Kelly (also look at Nick Cave, Torres Strait Islander head dress and other cultural head adornment like Island Fashion Wearable Art QAGOMA, Grace Lillian Lee, Patrick Quarm, Frida Kahlo)</p>		<p>Term 1 Course Planner Distributed</p> <p>Task and Criteria Sheet Distributed</p>
Wk 2	<p><b>Brainstorm self – “Who Am I?”, Develop 3 x personal symbols</b></p> <ul style="list-style-type: none"> <li>From the brainstorm, find or draw imagery connected to words</li> <li>Refine to determine 3 x personal symbols, draw these</li> <li>Written explanation of each personal symbol included in A1 PowerPoint</li> </ul>	Brainstorm and 3 personal symbols DUE	
Wk 3	<p><b>Begin experimenting with media and symbols to inform plan for resolved artwork</b></p> <p><b>Experiment 1, Symbol 1</b></p> <ul style="list-style-type: none"> <li>Paper Mache</li> </ul>		
Wk 4	<p><b>Experiment 2, Symbol 2</b></p> <ul style="list-style-type: none"> <li>Wire, cane etc.</li> </ul>		
Wk 5	<p><b>Experiment 3, Symbol 3</b></p> <ul style="list-style-type: none"> <li>Fabric, thread and/or other 3D media</li> </ul>	<b>3 experiments DUE</b>	Teacher feedback on experiments
Wk 6	<p><b>Experiment 4, Symbol 4 Recycled &amp; found materials</b></p> <ul style="list-style-type: none"> <li>Photograph, annotate and evaluate experiments</li> <li>Begin filling the PowerPoint template emailed by teacher</li> </ul>		
Wk 7	<p><b>Begin plan for resolved artwork (symbolic wearable art)</b></p> <p><b>A3 coloured design</b></p> <ul style="list-style-type: none"> <li>Explore the work of a key artist (possibly Christian Thompson, Grace Lillian Lee [and the other artists in Island Fashion: Wearable Art @ QAGOMA] and Nick Cave</li> <li>Evaluate the work of a key artist including how they have used media, technology and skills to communicate ideas about self</li> <li>Drawing design, incorporating key artist inspiration, explaining connections between students’ own design and the work of key artist</li> <li>How does your design disguise or exaggerate parts of yourself?</li> <li>How will you incorporate 1 or all of your personal symbols?</li> <li>Identifying purpose and context for symbolic wearable art piece</li> </ul>		
Wk 8	<p><b>Continue working on plan for resolved artwork (symbolic wearable art)</b></p> <ul style="list-style-type: none"> <li>Possibly adding colour, annotating significance/meaning of colour choice</li> <li>Reflect on experiments, annotate, review/refine &amp; modify</li> </ul>		Ongoing teacher feedback on design development
Wk 9	<p><b>Finalise plan for symbolic wearable art</b></p> <ul style="list-style-type: none"> <li>Ensure annotations are complete and plan is ready to be made in Term 2</li> <li>Photograph and upload to PowerPoint</li> </ul> <p><b>Finalise</b></p> <p>Ensure evaluations of experimental folio are evidenced, including making judgements and justifying how ideas are communicated for purpose and context</p>	<p><b>A1 Assessment DUE</b></p> <p><b>Project (Experimental Folio and Planning &amp; Evaluation)</b></p>	
Wk 10	<ul style="list-style-type: none"> <li><b>Begin A2 for term 2</b></li> </ul>		
<b>School Holidays</b>			



## Class Course Planner – 2026 (Term 1)

Class: 12 VCM | Certificate 3 in ICT

Teacher/s – Leigh Harder

Term Week	Curriculum Intent	Assessment Items	Feedback Strategies
<b>T1 Wk1</b>	Whole class induction. VET workflow, competency evidence expectations, OneDrive setup, naming conventions, version control. Quick Blender orientation and baseline skills check.	Folder structure complete. Evidence log started. Baseline Blender screenshots uploaded.	Teacher walkthrough, spot checks, fix file saving issues immediately.
<b>T1 Wk2</b>	Year 12 independent week. Start Polygon Runway Free Sushi Blender Modelling course to build fluency. Focus on viewport control, modelling tools, modifiers, simple materials, lighting, rendering.	Polygon Runway milestone screenshots across the week, plus short reflection dot points on tools and shortcuts learnt.	Teacher spot checks on progress, screenshot usefulness, and correct file naming. Peer buddy support.
<b>T1 Wk3</b>	Year 12 focus week. Transition into Donut tutorial journal as a structured evidence habit. Explicit teaching on what makes screenshots valid evidence. Start journal entry format.	Donut Journal Entry 1 with screenshots and dot points. File organisation locked in.	Teacher models a sample entry, quick 2 minute desk check per student.
<b>T1 Wk4</b>	Year 12 independent week. Continue Donut tutorial journal. Begin soft launch into Project 4a thinking, brainstorm theme ideas and collect references while continuing tutorials.	Donut Journal Entry 2. Draft theme ideas and at least 10 reference images collected.	Teacher checks pacing, confirms students are collecting usable references.
<b>T1 Wk5</b>	Year 12 focus week. Official launch of Project 4a: Environment and Asset Modelling for games. Clarify brief and low poly expectations, define era and location, plan 4 to 5 assets, set modelling workflow.	Project 4a slides started: brainstorming evidence, reference collection, concept definition paragraph or dot points.	Teacher conference to approve scope. Peer critique on theme clarity and feasibility.



<b>T1 Wk6</b>	Year 12 independent week. Blockout environment, begin modelling Asset 1 and Asset 2. Start documenting production screenshots for an independently modelled asset.	Project 4a production evidence screenshots, at least 2 written process descriptions started.	Written feedback on scale, cleanliness, and whether screenshots actually show skill steps.
<b>T1 Wk7</b>	Year 12 focus week. Modelling refinement and evidence capture. Outliner organisation, naming, file path evidence. Begin early render tests.	Project 4a file management evidence completed, first render tests saved.	Teacher checks organisation and naming, gives targeted fixes before assets multiply.
<b>T1 Wk8</b>	Year 12 independent week. Continue asset modelling and scene composition. Begin a light introduction to Project 4c so it is not rushed later, focus on reading the brief and doing Question 1 and Question 2 only.	Project 4a draft scene with assets progressing. Project 4c Q1 and Q2 drafted.	Teacher spot checks on evidence gaps, quick feedback on whether Q1 and Q2 match the template expectations.
<b>T1 Wk9</b>	Year 12 focus week. Finalise Project 4a results. Produce at least 10 renders, compose final scene, export OBJ, test it opens, upload and link. Final questions answered.	Project 4a complete draft, OBJ link included, final questions answered.	Teacher triage list for last fixes. Individual check ins for competency gaps before submission.
<b>T1 Wk 10</b>	Year 12 independent week. Submission quality assurance. Fix missing renders, broken links, weak evidence screenshots. If time remains, begin Project 4b setup by identifying two assets for UV work and gathering texture references.	Project 4a due package, PPT evidence plus linked OBJ and supporting files. Optional: 4b prep notes.	1 to 1 sign off notes recorded. Clear resubmission actions listed for any missing evidence.
<b>Easter Holidays</b>			



# Class Course Planner – 2026

## Term 1

**Trinity Bay SHS**

Hoare Street

PO Box 5071

Ph. 40 375 222

[www.trinitybayshs.eq.edu.au](http://www.trinitybayshs.eq.edu.au)

Class: 12 ART

Teacher/s: Ms Jackman

Week		Assessment	Feedback
T1 Wk1	<ul style="list-style-type: none"> <li>Review the course for Year 12 and the types of learning experiences you will undertake for Unit 3 (IA1 and IA2) and Unit 4 (IA3 and EA)</li> <li>Review all the key resources in OneDrive</li> <li>Review your initial ideas for a focus/inquiry question and your choice of key artist</li> <li>Decide on which context/s you will be using to interrogate the site (Daintree) - formal, personal, cultural, contemporary</li> <li>Review your experimental work created last year (SWOT analysis)</li> <li>Propose a new experimental work that will help to develop your Inquiry Question</li> <li>Identify one additional key artist who will support or challenge your inquiry through making or intellectual approaches.</li> </ul>		Feedback and individual discussion about initial inquiry question/focus for IA1.
T1 Wk2	<p><b>Experimental artwork 2</b></p> <ul style="list-style-type: none"> <li>Plan and implement a second experimental artwork that you can evaluate the effectiveness of and use to further your inquiry.</li> <li>Use your inquiry question and the influence of chosen contexts and key artists to drive further targeted research, development and reflection on media, techniques and visual language.</li> <li>Document your second experimental artwork</li> <li><b>After school IA1 session in N Block. Saturday 7 February 10-3pm</b></li> </ul>	<b>Secondary response DUE</b>	Feedback on use of media, techniques and visual language to respond to inquiry question.
T1 Wk3	<p><b>Begin drafting your IA1 report</b></p> <ul style="list-style-type: none"> <li>Complete the abstract and introduction for your IA1 report</li> <li>Insert images of key artists' works and add references to the reference list</li> <li>Use the official template that you have been provided (the one with the Latin place holder text in it) to guide your discussion of your experimental research and the influence of your key artists.</li> </ul>		
T1 Wk4	<p><b>Finalise your IA1 Investigation report draft</b></p> <ul style="list-style-type: none"> <li>All experimental works should be complete to support your proposed inquiry.</li> <li>Finalising your IA1 Investigation report to ensure you provide evidence of all sections by this Friday 3pm.</li> </ul>	<b>IA1 REPORT DRAFT due 11.59pm Wednesday 18 February</b>	
T1 Wk5	<p><b>Begin working on your IA2 resolved artwork in response to your Inquiry</b></p> <ul style="list-style-type: none"> <li>Reflect on and develop your first works in direct response to the inquiry you are proposing in your IA1 Investigation report.</li> <li>Look at the exemplars provided and the way that you need to document the journey you are beginning this week in a PowerPoint.</li> <li>Experiment with media, materials, processes and visual language.</li> <li>Experiment with creating literal and non-literal meaning.</li> </ul>		IA1 draft feedback
T1 Wk6	<p><b>Continue working on developmental works for IA2</b></p> <ul style="list-style-type: none"> <li>Ensure you are keeping documentation of your research, reflection and development that can be presented in your PowerPoint.</li> <li>In your Visual Diary, annotate the strengths, weaknesses and limitations of your investigation.</li> <li>Critically reflect on how the contexts and influence of key artists is shaping your investigation as you progress towards your resolved work.</li> </ul>	<b>IA1 REPORT FINAL due 11.59pm Monday 2 March to <a href="mailto:assignments@trinitybayshs.eq.edu.au">assignments@trinitybayshs.eq.edu.au</a></b>	
T1 Wk7	<b>Developmental works for IA2</b>		Ongoing feedback on experimentation
T1 Wk8	<b>Resolved artwork 1 for IA2 begins</b>		IA1 provisional results
T1 Wk 9	<b>Resolved artwork 1 for IA2 continues</b>		
T1 Wk10	<b>Resolved artwork 1 for IA2 continues</b>	<b>IA2 Assessment check point PowerPoint and experimental work</b>	



# Class Course Planner – 2026 (Term 1)

**Trinity Bay SHS**

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: 12 Film, Television & New Media

Teacher/s: WESTON

Term Week	Curriculum Intent	Assessment Items	Feedback Strategies
T1 Wk1	UNIT 3: PARTICIPATION: COURSEWORK Technologies & Participation: <ul style="list-style-type: none"> <li>• Emergence of new media paradigm</li> <li>• Participatory culture</li> <li>• Platforms and participation</li> <li>• Interactivity and interactive textual features</li> </ul>		<b>Course Planner (FU)</b>  Formal written feedback based on submitted draft
T1 Wk2	UNIT 3: PARTICIPATION: COURSEWORK Viewing and decoding case study genre: <ul style="list-style-type: none"> <li>• Language conventions</li> <li>• Structural conventions</li> <li>• Exemplars</li> <li>• Guided practice</li> </ul>		
T1 Wk3	UNIT 3: PARTICIPATION: ASSESSMENT DRAFTING Researching and drafting case study written response.	IA1: Case Study Investigation due on Friday	Teacher conferencing
T1 Wk4	UNIT 3: PARTICIPATION: COURSEWORK Viewing and decoding multi-platform media texts: <ul style="list-style-type: none"> <li>• Narrative conventions.</li> <li>• Technical codes and conventions.</li> </ul> Symbolic codes and conventions.		
T1 Wk5	UNIT 3: PARTICIPATION: COURSEWORK Viewing, decoding and using design instruments: <ul style="list-style-type: none"> <li>• Treatments</li> <li>• Storyboards</li> </ul>		
T1 Wk6	UNIT 3: PARTICIPATION: COURSEWORK Viewing, decoding and using design instruments: <ul style="list-style-type: none"> <li>• Treatments</li> <li>• Storyboards</li> </ul>		
T1 Wk7	UNIT 3: PARTICIPATION: ASSESSMENT DRAFTING Planning and drafting project design.		
T1 W8	UNIT 3: PARTICIPATION: ASSESSMENT DRAFTING Planning and drafting project design.		
T1 W9	UNIT 3: PARTICIPATION: ASSESSMENT DRAFTING Planning and drafting project design.		
T1 Wk10	UNIT 3: PARTICIPATION: ASSESSMENT DRAFTING Planning and drafting project design.		Teacher conferencing
<b>Easter Holidays</b>			



# Class Course Planner – 2026

## Term 1

**Trinity Bay SHS**

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Class: MAP12 – Year 12 Photography C1: COMMUNITY “MY TRIBE”

Teacher/s: Mudge/Madsen/Lloyd

Term Week	Curriculum Intent	Assessment x 2	Feedback x 2
<b>Wk1</b>	Introduce <b>MY TRIBE Community unit</b> Set up files/folders in OneDrive, recap of PS knowledge, theory, camera mechanics/ composition. Connect students to the idea of them as members of a large community, but also their smaller adolescent peer group. What does it mean to be seen? What issues compel, frustrate, drive, anger you? Who’s your tribe? Celebrate your unique identity through various media forms. Still and moving images that explore your unique identity.		<i>Task sheets and Course planners distributed</i>
<b>Wk2</b>	Moodboard about your tribe. Create a media “Mash up” Planning “Micro Documentary” about your tribe. Stimulus content. Find existing images in your photo library to create a mashup exploring various editing programmes. Planning and Evaluation.		<i>Task sheets and Course planners distributed</i>
<b>Wk3</b>	Excursion to the city to capturing youth in a street/urban setting. Continue to plan “Micro Documentary”. Working on multi-modal. Planning and Evaluation. Adobe tasks		<i>Conference with teacher about ideas for micro doco.</i>
<b>Wk4</b>	Editing images from excursion. Continue to work on multi-modal. Production phase of micro documentary, Viewing existing micro documentaries. Choosing your style and learning to set up your studio. Learning about equipment such as lighting, sound, green screening. Viewing various editing programmes such as Premier, I-movie etc. Adobe tasks		
<b>Wk5</b>	Editing images from excursion. . Continue to work on multi-modal. Production phase of micro documentary Adobe tasks. Planning and Evaluation.		
<b>Wk6</b>	Editing images from excursion. . Continue to work on multi-modal. Production phase of micro documentary. Video editing.		
<b>Wk7</b>	Editing images from excursion. . Continue to work on multi-modal. Production phase of micro documentary and finalising your microdocumentary.		
<b>WK8</b>	Evaluation task		
<b>WK9</b>	Finalising editing, exporting short film. Creating a multimodal PP that includes your folio of street/urban photography as well as your microdocumentary. Save your PP to your Onedrive folder for assessment.	Hand in Final folio	
<b>WK10</b>	Intro to Term 2 Unit		



# Class Course Planner – 2026

## Term 1

**Trinity Bay SHS**

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Class: 12 VAP Unit 3 – Clients

Teacher/s: Masters/Haywood/Gubb

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	<p><b>Monday January 26 Australia Day Public Holiday</b></p> <p><b>Introduction to Unit 3</b></p> <p><b>Overview of Assessments C1 and C2</b></p> <ul style="list-style-type: none"> <li>Learn about portraiture in Art</li> <li>Explore and compile research relating to the Archibald Prize</li> <li>Explore portrait prizes that student work could be entered into</li> <li>Start thinking about possible client</li> <li><i>Key Artists:</i> Past Archibald winners etc...</li> </ul>		<p>Term 1 Course Planner Distributed</p> <p>Task and Criteria Sheet Distributed</p>
Wk 2	<p><b>Portrait drawing exercises</b> (parts of the face, shading and blending, proportion etc.)</p> <p><b>Choose Client</b></p> <ul style="list-style-type: none"> <li>Meet with client, obtain a signed agreement that the client is willing to work with you</li> <li>Take a headshot of client, to begin using for experimental artworks</li> <li>Make a time to interview client within the next week</li> <li>Compile a list of interview question</li> <li>Choose some key artists/artworks as inspiration that you could also show to your client</li> </ul>	<p><b>Checkpoint 1</b></p> <ul style="list-style-type: none"> <li>Client selected</li> <li>Client headshot</li> </ul>	<p>Teacher feedback on suitability of client selection</p>
Wk 3	<p><b>Begin Design Proposal PowerPoint</b></p> <ul style="list-style-type: none"> <li>Begin filling the PowerPoint template emailed by teacher (client identity, interview answers, artist inspo etc.)</li> </ul>		
Wk 4	<p><b>Continue working on PowerPoint</b></p> <p><b>Ensure that your PowerPoint has the necessary planning information as outlined in syllabus:</b></p> <ul style="list-style-type: none"> <li>identifying media, technology, skills and visual language suitable for a commissioned artwork</li> <li>considering client needs and specifications that must be represented in an artwork</li> <li>analysing purpose and context</li> </ul>	<p><b>Checkpoint 2</b></p> <ul style="list-style-type: none"> <li>Client Interview complete and evidence recorded in PowerPoint</li> </ul>	<p>Teacher feedback on interview data and evidence placed in PowerPoint</p>
Wk 5	<p><b>Begin Design Proposal</b></p> <p><b>A3 coloured and annotated drawing or 3D maquette</b></p> <ul style="list-style-type: none"> <li>make a Design Proposal, including: <ul style="list-style-type: none"> <li>using visual language to respond to client needs and specifications</li> <li>considering suitable media, technologies and skills to communicate ideas to a client</li> <li>considering appropriate format for client context and design specifications</li> <li>artwork prototype/s using selected media, technologies and skills</li> </ul> </li> </ul>		
Wk 6	<p><b>Continue working on Design Proposal</b></p>	<p><b>Checkpoint 3</b></p> <ul style="list-style-type: none"> <li>Student has started Design Proposal and it is aligning with client needs and specifications</li> </ul>	<p>Teacher feedback on progress of Design Proposal</p>
Wk 7	<p><b>Continue working on Design Proposal</b></p>		
Wk 8	<p><b>Continue working on Design Proposal</b></p>		<p>Ongoing teacher feedback on design proposal</p>
Wk 9	<p><b>Finalise Design Proposal</b></p> <ul style="list-style-type: none"> <li>Ensure annotations are complete and Design Proposal is ready to be made in Term 2</li> <li>Photograph and upload to PowerPoint</li> </ul>		
Wk 10	<p><b>Finalise Planning &amp; Evaluation PowerPoint</b></p> <ul style="list-style-type: none"> <li>Ensure evaluations of Design Proposal are evidenced, including making judgments and justifying how the Design Proposal aligns with the client brief.</li> </ul>	<p><b>C1 Assessment DUE</b></p> <p><b>Project (Design Proposal and Planning &amp; Evaluation PowerPoint)</b></p>	
<b>School Holidays</b>			





# Class Course Planner – 2026

## Term 1 and Term 2

**Trinity Bay SHS**

Hoare Street

PO Box 5071

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www.trinitybayshs.eq.edu.au

Class: 12 VCM (Cert III in IT)

Teacher: Mr Harder

Term/ Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	<b>Intro to unit:</b> ICTGAM304: Develop 3D models for digital games ICTGAM305: Apply simple textures and shading to 3D models	<b>Update of tracking spreadsheet.</b> <b>Identify incomplete units</b>	Review of term 1  Term 2 Course Planner and task sheet distributed
T2 Wk2	<b>Intro to Blender 3D Animations software: Donut Tutorial. Learn how to use Blender software to model and texture 3D objects. Journal with weekly entries and screenshots to document learning.</b>		
T2 Wk3	<b>Develop a concept prototype of an environment for a 3D game: brainstorm, describe and clarify, collect references and resources.</b>	<b>Resubmit incomplete units</b>	Individual consultations and feedback
T2 Wk4	Apply textures to prototypes for a 3D game environment		
T2 Wk5	<b>Texturing last terms models</b>		
T2 Wk6	Introduce ICTSAS305 - Provide ICT advice to clients assessment		
T2 Wk7	<b>Individual work on ICT advice unit and texturing unit</b>		
T2 Wk8	<b>Individual work on ICT advice unit and texturing unit</b>		
T2 Wk9	<b>Individual work on ICT advice unit and texturing unit</b>		
T2 Wk10	<b>Finalising all project 4 units</b>	<b>Finalising Assessments 4A, 4B, 4C</b>	