



Class Course Planner – 2023

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: Year 7 Art (TRANSFORMATIONS)

Teacher/s:

Term Week	2 Lessons a week for 10 weeks....	Assessment x 3	Feedback x 3
Wk 1	<p>I DO and WE DO: Introduction to Realism in Portraiture This Week's success criteria are:</p> <ol style="list-style-type: none"> 1. Compare and contrast realistic portraits and abstract portraits. 2. Critically analyse representations of the human face by exploring the expressive works of key artists and movements. 3. Critical language: Realism, abstraction, proportion, tone, texture, expression. 4. Examining how representations of people have changed over time - a chronology (timeline) of key artists / movements. 5. Learn how to draw a realistic eye using proportion and tone. 6. Be able to critically analyse techniques used by key artists to draw a realistic eye. 	<p>Homework: 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>WE DO: Draw a mouth and nose using proportion and tone, use the analysis template to write a simple response to a realistic portrait. This Week's success criteria are:</p> <ol style="list-style-type: none"> 1. Learn how to draw realistic facial features using proportion and tone. 2. Be able to critically analyse techniques used by key artists to draw realistically 3. Carefully observe the work of a key portrait artist and discuss the elements of design that they use to make the image successful. 4. Complete a simple critical analysis exercise 	<p>Homework – complete the simple critical analysis exercise.</p>	<p>Continuous verbal feedback to all students</p>
Wk 3	<p>YOU DO: Draw an expressive, realistic self portrait using proportion and tone This Week's success criteria are:</p> <ol style="list-style-type: none"> 1. Begin to draw your own realistic self portrait in proportion using lead pencil as a key medium. 2. Use techniques discussed in class to check your proportion and scale. 3. Use tone to create contrast and focal point in the work. 4. Carefully simulate texture in your work. 	<p>Critical analysis exercise DUE Homework: Carefully take your portrait home and continue to work on it.</p>	<p>Continuous verbal feedback to all students</p>
Wk 4	<p>YOU DO: Resolve an expressive, realistic self portrait using proportion, tone and texture. This week's success criteria are:</p> <ol style="list-style-type: none"> 1. Resolve an expressive, realistic self-portrait using proportion, tone and texture. 	<p>Resolved realistic portrait in lead pencil DUE.</p>	<p>Continuous verbal feedback to all students Feedback on resolved realistic self-portrait.</p>
Wk 5	<p>I DO and WE DO: Introduction to Abstract art - media and techniques used by key artists in expressive, abstract portraits. This week's success criteria are:</p> <ol style="list-style-type: none"> 1. Look closely at Abstract artists and techniques using tone, colour, line and shape (one in particular, PICASSO, HESTER, KLIMT or BASQUIAT) 2. Small experimental media workshops in ink, pencil, colour works based on simplified line, shape and colour portraits 		<p>Continuous verbal feedback to all students</p>

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



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Class: Year 8 ART

Teacher:

Term Week		Assessment	Feedback
WK 1	<p>Introduction to 'Symbolic site and self'</p> <ol style="list-style-type: none"> 1. Overview of course and assessment requirements 2. Introduction to key artists and movements including: Pablo Picasso; Surrealist artists, Rene Magritte and Salvador Dali; contemporary Australian artists Camille Serisier, Cherry Hood, Abbey McCulloch, Simryn Gill and Christian Thompson. 3. Discussing the reasons why artists throughout history have used symbolism. 4. Looking at a variety of approaches to symbolism in realistic and abstract works. 5. Complete a brainstorm of your identity including objects, animal, colours and sites that are symbolic of yourself 		<p>Course Planner distributed</p> <p>Verbal feedback on identity brainstorm.</p>
WK 2	<p>Introduction to colour using watercolour materials and techniques</p> <ol style="list-style-type: none"> 1. Experiment with watercolour techniques including blending, wet on wet, wet on dry, watercolour pencils and blotting. 2. Create a colour wheel, exploring primary and secondary colours, colour mixing, and analogous, complementary and monochromatic colour schemes. 		<p>Ongoing verbal feedback on watercolour techniques, use of colour and influence of key artists.</p>
Wk3	<p>Exploring watercolour materials and techniques</p> <ol style="list-style-type: none"> 1. Experiment with applying watercolour techniques and colour to an image of an object or animal. 2. Experiment with applying watercolour techniques and colour to an image of a landscape, investigating how colours are paler toward the horizon line and how objects within the landscape are smaller and closer together toward the horizon line. 		
Wk 4	<p>Analysing artworks</p> <ol style="list-style-type: none"> 1. List vocabulary encountered in the unit so far 2. Revise and define vocabulary 3. Write and classify or link words and definitions 4. Look at the work of two key artists and analyse their use of techniques and elements of design. How might they inspire your work? <p>Developing a symbolic site background</p> <ol style="list-style-type: none"> 1. Research images of symbolic landscapes from identity brainstorm. 2. Experiment with using watercolour techniques and colour schemes to create your symbolic landscape. 3. Explore applying subtle surrealist elements to your landscape (eg. substitute a flock of birds for flying goldfish etc...) 		
Wk 5	<p>Resolving symbolic site background</p> <ol style="list-style-type: none"> 1. On 200gsm cartridge, use watercolour techniques and colour schemes to create your symbolic landscape background. 		
WK 6	<p>Creating 3D symbolic self with animal and object form</p> <ol style="list-style-type: none"> 1. Review how key artists, Rene Magritte, Salvador Dali, Camille Serisier, Christian Thompson and Simryn Gill, might inspire your 3D form. 2. Use clay and ceramics techniques (wedge, score, slip, press and smooth) to create the 3D form for your symbolic self, building up the object and animal from your brainstorm. 	<p>Symbolic background DUE</p>	<p>Ongoing verbal feedback on 3D form, use of watercolour techniques and influence of key artists.</p>
WK 7	<p>Continue to resolve 'Symbolic site and self' 3D form</p> <ol style="list-style-type: none"> 1. Continue to use clay and ceramics techniques (wedge, score, slip, press and smooth) to create the 3D form for your symbolic self, building up the object and animal from your brainstorm. 2. Use underglazes and glazes to add colour, texture and tone to your object. Alter the original colours of your skin, object and animal to 		

	match the colour scheme identified in your brainstorm and used in your background. Consider the influence of key artists.		
WK 8	Continue to resolve 'Symbolic site and self' 3D form		
Wk 9	Finalise your resolved 'Symbolic site and self' portrait 1. Unpack an artist's statement template and exemplar. 2. Draft your artist's statement discussing what your work symbolises about you and what site, animal, object and colour you used as visual language to show this. State what techniques you used and how two key artists such as Magritte, Dali, Serisier, Thompson or Gill inspired your work.	3D symbolic self with object and animal DUE	
Wk 10	Display your resolved 'Symbolic site and self' portrait 1. Resolve a 50 -100 word artist's statement to display with your 'symbolic site and self' portrait. 2. Photograph your combined resolved watercolour background and 3D symbolic self with object and animal.	Resolved 'Symbolic site and self' portrait with artist's statement DUE	Feedback on resolved 'Symbolic site and self' assessment.



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Term 4

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Class: 9 ART

Teacher/s: Masters/Tuxworth

Term Week	Curriculum Intent	Assessment	Feedback
Wk1	Continue resolving surreal landscape from Term 3.		Term 4 Course Planner Distributed
Wk2	Introduction to 'Micro Macro': <ul style="list-style-type: none"> Learn about this unit of work Research and reflect on key artists Sophie Munns, Ernst Haeckel, Bronwyn Oliver, Sopheap Pich and Delissa Walker. Research and collect images of microscopic forms including seeds, fungi, bacteria and/or cells. 		Achievement Ladder Task and criteria sheet handed out
Wk 3	Transform your image into a drawing <ul style="list-style-type: none"> Choose image and use the formal context to draw this twice: <ol style="list-style-type: none"> Complete a <i>realistic</i> drawing using tone and texture inspired by Ernst Haeckel. Complete an <i>abstract</i> drawing using shape, line, repetition and contrast inspired by Sophie Munns. 		
Wk 4	Resolve your realistic and abstract drawings.	2D folio DUE	Verbal and written feedback on 2D folio
Wk 5	Begin planning your sculpture <ul style="list-style-type: none"> Learn how to begin turning your abstract 2D drawing into a proposal for a 3D form. Reflect on artist mentors Bronwyn Oliver, Sopheap Pich and Delissa Walker. Begin designing your 3D sculptural form. Reflect and refine your design as you draw, consider positive and negative space, display considerations, texture, and balance. Consider the influence of key artists, the materials you are working with and how the audience will see your work. 		
Wk 6	Constructing the frame of your sculpture <ul style="list-style-type: none"> Turn your design into a 3D form Use processes including weaving (inspired by Delissa Walker), binding (inspired by Sopheap Pich) and fusing (inspired by Bronwyn Oliver) to-shape cane, raffia, mesh and twine into the sculptural form. 		
Wk 7	Resolve your 3D form		Ongoing verbal feedback on 3D form.
Wk 8	Continue to resolve your 3D form		
Wk9	Resolve your sculpture for display <ul style="list-style-type: none"> Resolve your sculpture Problem solve hanging your work in the gallery. 	Sculpture DUE	Feedback on sculpture.
Wk10	Finalise documenting assessment and organising class materials.		Achievement Ladder
School Holidays			



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Class: 9 Digital Art and Design – *Poetic Sequence and Social Media Video*

Teacher/s: Mr Whittaker, Ms Mudge

Wk1	Introduction to unit <ul style="list-style-type: none"> Analyse poetic sequences and Social Media Videos Create Term 4 folders Research poetic sequences and SM content 		
Wk2	Intro to elements/theory of Photography and film-making <ul style="list-style-type: none"> Activity 1: DSLR camera workshop Activity 2: Elements/Theory Photography/Film Activity 3: Saving images, file naming conventions and extensions 		Feedback, marks given
Wk3	Practicing Premiere Pro skills <ul style="list-style-type: none"> Activity 4: Transitions Activity 5: Green Screening Activity 6: Effects Using supplied video/sound content 	Assessment x 3	Feedback x 3 Feedback provided
Wk4	Production Phase <ul style="list-style-type: none"> Filming and editing poetic sequence in pairs Students to choose a theme (red, green, shadow, light, pattern) Create a short film with video, sound, text 		
Wk5	Students to revisit research on Social Media content <ul style="list-style-type: none"> Choose one genre of social media video Brainstorm/ Plan model, props, location, audio Commence shooting 	Activities 1-6 DUE in OneDrive by Friday.	Load images into your OneDrive folder for teacher feedback. Teacher feedback on design and production skills.
Wk6	Production Phase <ul style="list-style-type: none"> Filming and editing 2nd video 		Conference with teacher on design and production plan Ongoing conferencing from teacher
Wk7	Production Phase Filming and editing 3rd video		
Wk8	Production Phase Filming and editing		
Wk9	Folio of Exported videos Due Presentation	DUE DATE: Folio of vidoes.	
Wk10	Extension activities in Premiere Pro	.	<ul style="list-style-type: none"> Feedback on criteria for assessment. Ladder result



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Class: 9 Film, Television & New Media

Teacher: Mr Weston & Mrs Gubb

Term/Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<p>Introduction to Music Videos and Song Selection MUSIC VIDEO: STIMULUS AND CONVENTIONS</p> <ul style="list-style-type: none"> Understanding conventional characteristics of music videos. Viewing and responding to stimulus texts. 		Term 1 Course Planner distributed
T1 Wk2	<p>Song Analysis and Concept Development MUSIC VIDEO: IDEATION AND FOUNDATION DESIGN</p> <ul style="list-style-type: none"> Ideation activities to generate concepts for music videos. Selecting songs for assessment projects. Writing conceptual outlines. 		
T1 Wk3	<p>Pre-production Planning MUSIC VIDEO: TREATMENTS</p> <ul style="list-style-type: none"> Viewing, deconstructing and responding to treatment exemplar. Writing treatment design documents for music video projects. <p>Camera Basics and Equipment</p>		<i>Informal verbal feedback</i>
T1 Wk4	<p>Pre-production Planning MUSIC VIDEO: STORYBOARDS</p> <ul style="list-style-type: none"> Viewing, deconstructing and responding to storyboard exemplar. Writing storyboard design documents for music video projects. <p>Camera Basics and Equipment</p>		<i>Informal written feedback</i>
T1 Wk5	<p>Location Scouting and Props Lighting and Cinematography for Their Segment MUSIC VIDEO: ASSESSMENT PHASE</p> <ul style="list-style-type: none"> Designing, shooting and editing of original music videos in response to assessment task. 		
T1 Wk6	<p>Preparing for the Shoot MUSIC VIDEO: ASSESSMENT PHASE</p> <ul style="list-style-type: none"> Designing, shooting and editing of original music videos in response to assessment task. Discuss the importance of planning and organizing their shoot day. Teach students about call sheets, gnat sheets and shot schedules specific to their part of the song. 		
T1 Wk7	<p>Filming and Directing MUSIC VIDEO: ASSESSMENT PHASE</p> <ul style="list-style-type: none"> Designing, shooting and editing of original music videos in response to assessment task. 		<i>Informal verbal feedback on original music video production.</i>

T1 Wk8	Filming and Directing and Editing MUSIC VIDEO: ASSESSMENT PHASE <ul style="list-style-type: none"> Editing of original music video in response to assessment task. 		
T1 Wk9	MUSIC VIDEO: ASSESSMENT PHASE <ul style="list-style-type: none"> Final editing of original music video in response to assessment task. 	ASSESSMENT TASK: Original music video production	<i>Formal written feedback on original music video production.</i>
T1 Wk10	Compilation and Presentation		
END OF YEAR			



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Class: 9 PRT “Printmaking”

Teachers: Gubb / Masters

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	Introduction to etching <ul style="list-style-type: none"> • What is printmaking? What is etching? • Introduction to Pen and Ink techniques- hatching/ crosshatching 		Task and Criteria Sheets handed out
T4 Wk2	Create a number of photocollages with the theme “hybrid” <ul style="list-style-type: none"> • Animal with a human head • Human with an animal head • Hybridised animals • Animal heads on plants 		Ongoing verbal feedback throughout the printing process
T4 Wk3	Develop a drawing on A4 in pen with hatching and crosshatching to create tone and dimension	Preliminary design work due	Verbal feedback on design
T4 Wk4	Begin Etching plates <ul style="list-style-type: none"> • Carefully etch your drawing into etching plate using a drypoint needle showing tonal variance using hatching and crosshatching 		
T4 Wk5	Continue Etching plates <ul style="list-style-type: none"> • Carefully etch your drawing into etching plate using a drypoint needle showing tonal variance using hatching and crosshatching • Learn etching printing techniques by watching teacher demonstration 		Verbal feedback on etching technique
T4 Wk6	Printing <ul style="list-style-type: none"> • Print a “proof” to see the tonal range of your print and etching into the plate to improve any areas lacking tone and detail Printing onto A3 paper <ul style="list-style-type: none"> • carefully lining up etching plate and paper to create a border around the print 		Verbal feedback on prints
T4 Wk7	Continue Printing <ul style="list-style-type: none"> • Print a series of clean, crisp etchings- numbering the series 		
T4 Wk8	Continue Printing <ul style="list-style-type: none"> • Print a series of clean, crisp etchings- numbering the series 		
T4 Wk9	Learn how to frame and present a printed artwork <ul style="list-style-type: none"> • Present your best etching print, signed with a title and in a black card frame 	Etching DUE	
T4 Wk10	End of year clean up Tidy Folders, clean classroom for end of year		



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Class: 10 Graphic Design –Magazine/Photography Editorial

Teacher: Ms Mudge

Term/Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	This unit focuses on print media. Students will put their graphic design skills to the test and design a 10 x page magazine including front cover and logo design. Students to research magazine genres and choose 1. Set up folders in Onderive, research their chosen theme/genre (fashion, illustration, photography)		Term 1 Course Planner distributed task sheet distributed
T1 Wk2	Intro to Photography/Design > Theory and elements. Intro to the DSLR cameras. How to focus, zoom, adjust aperture, ISO and shutter speed. Intro to Graphic Design elements and principles (PARC and more). Examples of good vs bad design.		
T1 Wk3	Intro to Indesign > Interface, tools, menu and control panel. Creating, saving and exporting documents. Placing images and texts and effects.		
T1 Wk4	Students to commence shooting content for magazine. Editing content using Photoshop or Lightroom. (recap of Photoshop and Lightroom). Intro to Typography.		
T1 Wk5	Production phase of magazine. Shooting, editing, designing.		
T1 Wk6	Production phase of magazine. Shooting, editing, designing. Students to write 250 words about their design process to be included as the editorial.	Feedback given	<i>Conferencing with students on work progress and possible improvements</i>
T1 Wk7	Production phase of magazine. Shooting, editing, designing. Students to write 250 words about their design process to be included as the editorial.		Reviewing and improving edits
T1 Wk8	Production phase of magazine. Shooting, editing, designing.		
T1 Wk9	Final magazine DUE. Exported as high res press ready PDF.	Magazine Editorial Due.	
T1 Wk10	Intro to Term 4 content	Revisit any unfinished work. Creative experiments	
Holidays begin			



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Class: 10 ART

Teacher/s: Ms Jackman

Term Week	Curriculum Intent	Assessment	Feedback
Wk1	<p>Public Holiday Monday 2 October</p> <p>Review of your work so far:</p> <ol style="list-style-type: none"> 1. PowerPoint Documentation 2. Your primary response documentation 3. Your proposal for a final resolved art work. 4. Being clear about your CONTEXT, FOCUS, MEDIA and 2 KEY ARTISTS <p>REPORT:</p> <ul style="list-style-type: none"> • Unpack the report scaffold – examine the demands for analysing your 2 key artists (DAIEJ framework) and writing your focus statement. • Complete a DAIEJ table for each of your 2 key artist's works 		Course Planners distributed
Wk2	<p>REPORT:</p> <ul style="list-style-type: none"> • Finalise a DAIEJ table for each of your 2 key artist's works. • Craft each DAIEJ analysis table into a 150-word PEEL paragraph. • Finalise your plan for how you will communicate your focus in your resolved artwork. • Write a 150 word focus statement describing how you will communicate your focus to an audience in your resolved work. 		
Wk 3	REPORT: Resolve and edit your report	Report DUE by 11.59pm Thursday 19 October to assignments@trinitybayshs.eq.edu.au	
Wk 4	DEVELOPING and REFLECTING – This means starting to produce your resolved art work and noting in your power point any significant steps you take in the production of your work. You may wish to take photographs of sketches you do, steps you have completed or problems you encounter. Make comments next to the photographs in your PowerPoint. Please note, you are allowed only a maximum of 4 pages of supporting documentation.		
Wk 5	DEVELOPING and REFLECTING – continuing to produce your resolved art work and documenting key turning points in its development.		
Wk 6	RESOLVING – You must by now be to the point where you are doing the final stages of your resolved art work.		
Wk 7	RESOLVING – This is your last chance to get your work ready to hang in the gallery. Don't forget you need a 100w artist statement to accompany the artwork. This artist statement should be written up in your PowerPoint and then printed out and displayed next to your work to assist the audience to understand what you are hoping to communicate in your work.	<p>Resolved art work and artist's statement DUE:</p> <p>10A Tuesday 14 November</p> <p>10 B Monday 13 November</p>	
Wk 8	RESOLVING – Submit your PowerPoint that includes images of your work installed in the gallery, evidence of key artists you have researched and evidence of the way you have researched, developed and reflected to produce your final art work.	PowerPoint DUE. To be submitted under exam conditions – date for exam to be confirmed.	
School Holidays			



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Class: 10 Film, Television & New Media

Teacher: Mrs Gubb

Term/Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<p>MUSIC VIDEO: STIMULUS AND CONVENTIONS</p> <ul style="list-style-type: none"> Understanding conventional characteristics of music videos. Viewing and responding to stimulus texts. 		Term 1 Course Planner distributed
T1 Wk2	<p>MUSIC VIDEO: IDEATION AND FOUNDATION DESIGN</p> <ul style="list-style-type: none"> Ideation activities to generate concepts for music videos. Selecting songs for assessment projects. Writing conceptual outlines. 		
T1 Wk3	<p>MUSIC VIDEO: TREATMENTS</p> <ul style="list-style-type: none"> Viewing, deconstructing and responding to treatment exemplar. Writing treatment design documents for music video projects. 		
T1 Wk4	<p>MUSIC VIDEO: STORYBOARDS</p> <ul style="list-style-type: none"> Viewing, deconstructing and responding to storyboard exemplar. Writing storyboard design documents for music video projects. 		
T1 Wk5	<p>MUSIC VIDEO: ASSESSMENT PHASE</p> <ul style="list-style-type: none"> Designing, shooting and editing of original music videos in response to assessment task. 		
T1 Wk6	<p>MUSIC VIDEO: ASSESSMENT PHASE</p> <ul style="list-style-type: none"> Designing, shooting and editing of original music videos in response to assessment task. 		<i>Informal verbal feedback on original music video production.</i>
T1 Wk7	<p>MUSIC VIDEO: ASSESSMENT PHASE</p> <ul style="list-style-type: none"> Final editing of original music video in response to assessment task. 		<i>Formal written feedback on original music video production.</i>
T1 Wk8	<p>MUSIC VIDEO: ASSESSMENT PHASE</p> <ul style="list-style-type: none"> Final editing of original music video in response to assessment task. 	ASSESSMENT TASK: Original music video production	
END OF YEAR			



Class Course Planner – 2023

Term 4 – “Move it!” Photography in motion

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Class: 10 MPH

Teacher/s: Mrs Gubb and Mrs Tuxworth/Mr Weston

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	<p>Introduction to Fashion and Sports Photography</p> <ul style="list-style-type: none"> • Intro to unit: “Move it!” Photography in motion – Fashion and Sport Photography. • Research examples where the photographer has captured movement in photography (eg sports photography, fashion, multiple exposure; long exposure) • Collect 10 examples of movement in photography and save to assessment PowerPoint in One Drive. 	Student research/inspiration due	Feedback on researched images.
T4 Wk2	<p>Chosen Specialisation (Fashion or Sports) and Mood board</p> <ul style="list-style-type: none"> • Pic a theme/genre for your photography portfolio • Themes: <ul style="list-style-type: none"> - Fashion (Street/Urban/R&B/Carnival/Tropical vibes) in movement - Sport (Selected sport) • Create moodboard, collect props, make-up, costume. • Studio or natural light • Consolidation of elements of Photography <p>Prepare for photography experiments in Week 3 - Props</p>	Mood board Due	

T4 Wk3	<p>Experimental</p> <p>Photography Techniques:</p> <ul style="list-style-type: none"> • Multiple Exposures. Explain the technique and demonstrate how to set up the camera. • Studio shoot with lighting and props. Students conduct Multiple Exposures experiments, focusing on capturing movement creatively. • Green screen and multiple image Editing. <p>Introduction to Magazine and Zines</p>		Ongoing feedback on images.
T4 Wk4	<p>Experimental</p> <p>Photography Techniques:</p> <ul style="list-style-type: none"> • Long Exposures • Natural and artificial light photo shoot • Studio shoot with lighting and props. Students conduct Multiple Exposures experiments, focusing on capturing movement creatively. • Editing. <p>Planning for specialisation images in week 5 and 6 student photography for cover and editorial - Props</p>	Folio Due	Ongoing feedback
T4 Wk5	<p>Taking planned images</p> <ul style="list-style-type: none"> • Photoshoots: Conduct specialised photoshoots capturing movement in their chosen area. Student Focus-Specialisation in either Fashion or Sports Photography. 		
T4 Wk6	<p>Taking planned images</p> <ul style="list-style-type: none"> • Photography 		

	<ul style="list-style-type: none"> • Start Editing 		
T4 Wk7	<p>Magazine cover, Layout design continuation and Reflection</p> <ul style="list-style-type: none"> • Create a Fashion magazine cover using best images. • Combine image, name, heading, tag line, volume, feature articles 		
T4 Wk8	<p>Magazine cover, Layout design continuation and Reflection</p> <ul style="list-style-type: none"> • Create an editorial layout that appears in the magazine <p>Submission of final commercial photography assignment.</p>	Magazine Editorial and cover DUE	
<i>Holidays</i>			



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Class: 10 VPR - Term 4...Fantasy Scape

Teacher/s:Haywood/Masters

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Introduction to Perspective Introduction to Key Fantasy Landscape Artists and one/two point Perspective Complete a series of guided perspective drawings both Urban and Natural scapes Collect images of artists		Course planners distributed.
T2 Wk2	Research key fantasy artists and look at their compositional landscapes Understand Composition and Perspective in Landscapes Draw one and two point perspective landscapes, either guided or free drawing outside Techniques of drawing perspective, realistic		
T2 Wk3	Fantasy art, Film techniques and Cinematography of landscape Settings, Perspectives, Scale, Fantasy Art and Science Fiction Techniques of drawing Collect magazine images and landscapes to construct a collage Drawings and further landscape studies from images and real life drawing outside		
T2 Wk4	Collage techniques using drawings and magazine images and landscapes		
T2 Wk5	Collage and designing a final work/s	Collage due	.
T2 Wk6	Mixed Media and collage techniques Decide on a design and either one major work or series of smaller works		
T2 Wk7	Mixed media work/s		
T2 Wk8	Mixed media major work		
T2 Wk9	Finalise and hand in major mixed media work/s		
T2 Wk 10			Final Artwork Due



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Class: 10 VVA - Unit 2 – Ceramics

Teacher/s: Haywood/Lloyd

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Introduction to Ceramics Introduction to Key Artists and Ceramic Designs		Course planners distributed.
T2 Wk2	Commence Research <ul style="list-style-type: none"> Research key artists and find images that you may want to include in your "Ceramic Sphere Design" Draw out your design use inspiration from nature (reef/rainforest) using research references. 		
T2 Wk3	Ceramic Hand Building techniques Press Mould, Coil, Pinch and Slab	Individual Consultation with your teacher	
T2 Wk4	Create your ceramic sphere using a press mold.		
T2 Wk5	Continue to work on your ceramic sculpture using subtractive and additive techniques.	Design Proposal Due	Consult with your teacher about media and techniques.
T2 Wk6	Continue to develop your final artwork <ul style="list-style-type: none"> 		
T2 Wk7	Continue to develop your final artwork		
T2 Wk8	Fire your work in the kiln		
T2 Wk9	Add Oxide or Underglaze and Varnish/Glaze your work.		Final Artwork Due
T2 Wk 10			



Class Course Planner – 2023 Semester 2 (Term 4)

Trinity Bay SHS
Hoare Street
PO Box 5071
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Class: 11AIP – Arts in Practice “MOVING IMAGE & ANIMATION”

Teacher/s: MUDGE

Term Week	Curriculum Intent	Assessment x 4	Feedback x 4
T4 Wk1	<p>Introduction to unit</p> <p>Intro to examples of commercial moving image (animation) to promote or persuade an audience.</p> <p>Research and explore a range of different approaches to animation (animated film clips, video games, educational animations or promotional videos or animation or video selling a product)</p>		<p>COURSE PLANNER (FU)</p> <p>HANDOUT ASSESSMENT TASK (FU)</p>
T4 Wk2	<p>Explore a range of styles of animation</p> <p>Recap of Principles and elements of graphic design</p> <p>Prepare all assets (background scenes, character front, side,back, storyboard).</p>		
T4 Wk3	<p>Intro to Animate:</p> <p>Walk cycle, ball bouncing, key frames, tweens. Exercises with each tool.</p> <p>How to separate character parts. How to rig character using the parenting tool in Animate to rig their character.</p>		
T4 Wk4	<p>Students to create mouth parts and experiment with lip syncing.</p> <p>Create symbols in Animate</p>		
T4 Wk5	<p>Students to add background scenes to their animate file.</p> <p>Students to record audio, convert audio, import audio and sound to get the timing of the scenes correct.</p>		
T4 Wk6	<p>Students to animate characters moving across their scenes.</p> <p>Lip syncing audio to characters mouths.</p>		Review conferencing (FF)
T4 Wk7	<p>Production phase of animation:</p> <p>Key frames, tweening, background scenes, audio, character rigging.</p>		
T4 Wk8	<p>Production phase of animation:</p> <p>Key frames, tweening, background scenes, audio, character rigging.</p>		Feedback
T4 Wk9	<p>Production phase of animation:</p> <p>Key frames, tweening, background scenes, audio, character rigging.</p> <p>Final animation exported and uploaded to Onedrive. Presentation to class with 250 word speech.</p>	Animation due. Presentation to class.	
T13 Wk10	Intro to year 12 content		Term 4: Marking sheet review (FB)



Class Course Planner – 2023

Term 4

Trinity Bay SHS

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Class: 11 ART

Teacher/s: Ms Jackman

T4 Wk1	<p>Public holiday Monday 2 October</p> <p>Prepare for FIA5: Internal Exam Build exam strategies and resilience by analysing a range of key artists from Unit 3: Art as Knowledge.</p> <ul style="list-style-type: none"> • Whole class and small group See-Infer retrieval charts activities • Exam literacies • Extended essay format • PEEL (Point, Evidence, Explain, Link) paragraph format • DAIEJ (Describe, Analyse, Interpret, Evaluate, Justify) • Key terms to use to demonstrate cognitions and objectives. <p>Resolve FIA5 Exam</p> <p>Homework: Create an incursion item to take on our Daintree excursion that may form a starting point for your inquiry into the concept Art as Knowledge by ...</p> <ul style="list-style-type: none"> • Exploring 2D, 3D and time-based approaches to people, place and object. • Disrupting or juxtaposing an idea into the space • Use a specific context. • Critically explores visual language, media, technologies, techniques and processes used by key artists. 	FIA5 Exam DUE	<p>Ladder results distributed.</p> <p>Course planners distributed.</p> <p>Ongoing verbal feedback on trial responses.</p>
T4 Wk2	<p>Unit 3 IA1 Excursion: Daintree Rainforest Observatory 9-11 October 2023</p> <p>Introduction to Unit 3: Art as Knowledge</p> <ul style="list-style-type: none"> • Review the course for Year 12 and the types of learning experiences you will undertake for Unit 3 and Unit 4 • Review IA1 and IA2 assessment for Art as Knowledge. • Reflect on the way contexts create lenses in which to examine the concept and develop a focus/inquiry question. • Experiment with media and approaches key artists have used to investigate their subject. 	Incursion work to be completed by departure on Monday 9 October.	
T4 Wk3	Continue to explore the media and approaches of key artists through teacher-directed experiments.		
T4 Wk4	<p>Research, reflect and develop for IA1 - primary (initial) response:</p> <ul style="list-style-type: none"> • Brainstorm the site through the four contexts (formal, personal, cultural, contemporary) • Develop an initial focus/inquiry question • Develop a primary response that uses media, visual language and the influence of two key artists to communicate your focus to an audience. • Begin resolving your primary response. 		
T4 Wk5	Continue resolving your primary (initial) response		
T4 Wk6	Continue resolving your primary (initial) response		
T4 Wk7	Resolved and display your primary (initial) response.	IA1 check point: Primary response and artist's statement DUE	



Class Course Planner – 2023

Term 4

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Class: 11 Film, Television & New Media

Teacher: Mr Weston

Term/ Week	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	UNIT 3: PARTICIPATION - TECHNOLOGIES Participatory culture: <ul style="list-style-type: none"> Technology, consumers and users; the prod-user. Activity: text reading, comprehension tasks		
T4 Wk2	UNIT 3: PARTICIPATION - TECHNOLOGIES Platforms and Participation: <ul style="list-style-type: none"> Categorising and appraising platforms; platform affordances. Interactivity: <ul style="list-style-type: none"> Interactivity and media types; degrees of interactivity and participation. Activity: article reading, literature review		Continued informal feedback based on responses to inclass tasks.
T4 Wk3	UNIT 3: PARTICIPATION - AUDIENCES Audience contexts: <ul style="list-style-type: none"> Availability and agency Demographic theory Audience participation in multi-platform media: <ul style="list-style-type: none"> Features and uses of multi-platform media; audience engagement. Activity: text reading, comprehension tasks		
T4 Wk4	UNIT 3: PARTICIPATION - AUDIENCES Gratification theory: <ul style="list-style-type: none"> Investigating and responding to user gratification theory; UG in new media context. Audiences and fandom: <ul style="list-style-type: none"> Historical and contemporary contexts of fandom and impact on production practices. Activity: article reading, literature review		
T4 Wk5	UNIT 3: PARTICIPATION - INSTITUTIONS Economic contexts of media production: <ul style="list-style-type: none"> Media institutions as businesses; monopoly/oligopoly; diversification Public and private media organisations: <ul style="list-style-type: none"> Public service media; commercial media; historical trends and contemporary context Activity: text reading, comprehension tasks		
T4 Wk6	UNIT 3: PARTICIPATION - INSTITUTIONS Barriers to participation: <ul style="list-style-type: none"> socio-economic factors; media literacy; cultural factors; technological access barriers. Activity: article reading, literature review		
T4 Wk7	UNIT 3: PARTICIPATION – CASE STUDY Case Study Starter Packs: <ul style="list-style-type: none"> Netflix, Disney, Podcasting, YouTubers, Watchmen 		
T4 Wk8	SPILL WEEK		
END OF YEAR			



Class Course Planner – 2023

Term 4 – Media Arts in Practice

Module 2 (Term 4)

Trinity Bay SHS

Hoare Street

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Class: 11MAP Commercial

Teacher: MADSEN/MUDGE/LLYOD

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	Introduce Photographic Elements Used in Commercial Advertising – images of a commercial product, business name, slogan and logo. Introduce briefs: make up, deodorant, soft drink, food. Students to choose one.		<i>Term 3 Ladders</i> <i>Task Sheets</i>
Wk2	Tutorials, equipment, tricks, preparation and planning. Using soda water; dropping into liquid; using oil and spray; lighting. Infinity table and lighting, light box, shutter speed, ISO, aperture for product shots. Research product photography, begin a product plan.		
Wk3	Finalising product plan. Students to commence shooting.	folio of experimental photography	
Wk4	Students to continue shooting. Slogan & logo development – typography in illustrator and photoshop. Editing photographs in lightroom		
Wk5	Discuss advertising products – magazines, online, banners, billboards Logo Design and social media posts/animated gifs.	Finalise slogan, company title and logo.	
Wk6	Developing final advertising products (Editing images, logo design, slogan)		
Wk7	Refining final advertising products (Editing images, logo design, slogan)		
Wk8	Working on Advertising Products (Editing images, logo design, slogan/social media post)		
Wk9	Working on Advertising Products (Editing images, logo design, slogan/social media post)		
WK10	Presentation of final folio	Hand in Final advertising products	Assess final advertising products



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Term 4

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Class: 11 VAP

Teacher/s: Haywood and Tuxworth

Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	<p>Public Holiday Monday 2 October Students to continue resolving lino or etching print products for U2M3 'Imprint', including...</p> <ul style="list-style-type: none"> Etching: <ul style="list-style-type: none"> Embossed print (no ink) Clean print with black ink Clean print with coloured ink Experimental print Lino: <ul style="list-style-type: none"> Embossed lino print (no ink) Clean print with black ink Print onto tote bag 	*Term 3 Course Planner Distributed	Ongoing feedback on printmaking
Wk2	Students to continue resolving lino or etching prints product for U2M3 'Imprint'		
Wk3	<p>Resolve U2M3 'Imprint' products:</p> <ul style="list-style-type: none"> Etching: <ul style="list-style-type: none"> Embossed print (no ink) Clean print with black ink Clean print with coloured ink Experimental print Lino: <ul style="list-style-type: none"> Embossed lino print (no ink) Clean print with black ink Print onto tote bag 	U2M3 'Imprint' product DUE	
Wk4	<ul style="list-style-type: none"> Photograph Imprint products Review the U2M4 'Imprint' design proposal document and assessment requirements introduced last term. Finish your U3M3 Imprint design proposal 		Feedback on how artists photograph their work for promotion.
Wk5	<p>U2M2 digital foundations:</p> <ul style="list-style-type: none"> Unpack U2M2 digital foundations assessment task and template. Discuss where to find and save digital images and your task in OneDrive Begin working on your U2M2 Digital foundations product template 	U2M4 'Imprint' design proposal project DUE	
Wk6	Continue working on your U2M2 Digital foundations product assessment		
Wk7	Finish working on your U2M2 Digital foundations product assessment	U2M2 Digital foundations product DUE	
Wk8	Clean up and finalise assessment		



Class Course Planner – 2023

Term 4

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Class: 11 VCM (Cert III in IT)

Teacher: Mr Whittaker

Term/ Week	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	Intro to coding: <ol style="list-style-type: none"> Review and planning. What have you achieved so far? What is missing? Goal setting: Units to be finished Intro to coding workshops 		Review of term 3 Term 4 Course Planner and task sheet distributed
T4 Wk2	Generating video sequences <ol style="list-style-type: none"> Setting up lights rigs, sets Experimenting with rigging and movement Shooting in Stop Motion Studio 	Sample sequence from supplied materials Sample sequence from original materials	
T4 Wk3	Sound workshops <ol style="list-style-type: none"> Collecting sound online Foley effects and recording processes 	Sample sequence from supplied materials Sample sequence from original materials	
T4 Wk4	Group meetings to plan collaborations		Individual consultations and feedback
T4 Wk5	Individual production time		
T4 Wk6	Individual production time		
T4 Wk7	Submit final animation	Finalise stop motion animation and submit.	
T4 Wk8	Collecting, producing and archiving material for your showreel. Create a well-structured folder in OneDrive as instructed to store working material for next year.		Final grades for semester 2
Christmas Holidays			



Class Course Planner – 2023

Term 4

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Class: 12 ART

Teacher/s: Ms Jackman/Mrs Tuxworth

Week		Assessment	Feedback
Wk1	Preparation for 25% External Assessment (EA) – 12pm Monday 24 October <ul style="list-style-type: none"> Review External Exam Marking Guide (EAMG) Individual and group feedback on mock external exam. 		Feedback on trial responses.
Wk2	Continue External Exam preparation <ul style="list-style-type: none"> Identifying and supporting individual strengths and weaknesses through the EAMG. Responding to art through the four contexts (personal, contemporary, cultural, formal) Refining how to develop a viewpoint in response to an exam question and supporting an argument with DAIEJ/PEEL structure Comparing and contrasting Proof reading and editing. 		
Wk3	Final External Exam preparation: <ul style="list-style-type: none"> Simple strategies Time management Helpful things to memorise to have on hand for drafting time 		
Wk 4	External Exams begin	25% External Assessment (EA)	



Class Course Planner – 2023 (Term 4)

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Class: 12 Film, Television & New Media

Teacher/s: Mr Weston

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T3 Wk1	EXTERNAL EXAM PREPARATION <ul style="list-style-type: none"> • MOCK EXAM REVIEW AND FEEDBACK • RESPONSE STRUCTURE PRACTICE – TECHNOLOGIES FOCUS 		Feedback conferencing
T3 Wk2	EXTERNAL EXAM PREPARATION <ul style="list-style-type: none"> • RESPONSE STRUCTURE PRACTICE – LANGAUGES FOCUS 		Feedback conferencing
T3 Wk3	EXTERNAL EXAM PREPARATION <ul style="list-style-type: none"> • RESPONSE STRUCTURE PRACTICE – REPRESENTATIONS FOCUS 		Feedback conferencing



Class Course Planner – 2023

Media Arts in Practice

Module 4 (Term 4)

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Class: 12MAP – Exit Exhibition

Teacher/s: MADSEN/MUDGE

Term Week	Curriculum Intent	Assessment x 1	Feedback x 2
Wk1	<ul style="list-style-type: none"> Introduce Exit Exhibition unit Set up files/folders in OneDrive View Task Sheet Research reference images for Exhibition Folio (final 3 images in total, 1 previous, 2 x new). 		<i>Term 3 Ladders</i> <i>Course planner</i> <i>Task Sheets</i>
Wk2	<ul style="list-style-type: none"> Students select 1 existing work and submit to One Drive Students finalise reference images / theme Students capture 2 x new images 		<i>Conference with teacher of idea/concept</i>
Wk3	<ul style="list-style-type: none"> Shooting and Editing in Photoshop and lightroom Submit to one drive with Artist Statement (100 words) 		Submit resolved images for printing
Wk4	<ul style="list-style-type: none"> Attend Exit Exhibition Thursday, First Break 		



Class Course Planner – 2023

Term 4

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Class: 12 VAP

Teacher/s: Ms Lloyd / Ms Masters

Week		Assessment	Feedback
Wk1	Introduction to Part 2 of PowerPoint <ul style="list-style-type: none"> Review and understand the additional slides needed for Part 2 of the “Transform & Extend” PowerPoint Individual feedback on final artwork including suggestions for how students can improve their resolution if needed (any improvements would need to be done in students own time) 		Feedback on final artwork
Wk2	Part 2 of PowerPoint continued <ul style="list-style-type: none"> Ensure you have images of all experiments and images of your final artwork Combine necessary images and text in PowerPoint 		Continuous feedback on the development of students’ PowerPoints
Wk3	Part 1 and Part 2 of PowerPoint due <ul style="list-style-type: none"> Submit a copy of your PowerPoint to your teacher 	Full PowerPoint DUE	



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Term 4

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Class: 11 VCM (Cert III in IT)

Teacher: Mr Whittaker

Term/ Week	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	Intro to coding: <ol style="list-style-type: none"> 1. Review and planning. What have you achieved so far? What is missing? 2. Goal setting: Units to be finished 3. Intro to coding workshops 		Review of term 3 Term 4 Course Planner and task sheet distributed
T4 Wk2	Intensive workshops to finalise units Students to work individually on finalising all current units as per tracking tool.		
T4 Wk3	Intensive workshops to finalise units Students to work individually on finalising all current units as per tracking tool.	Finalise all semester 2 assessments.	Individual consultations and feedback
T4 Wk4	Individual reassessments by negotiation.		
T4 Wk5			
T4 Wk6			