**English Communication**

**Unit 1**

**Term 1**

**Topic/Context:** The Face of Australia – exploring Australian identity through film.
- Students analyse the use of Australian stereotypes in a range of printed and visual texts.

**Duration:** Term 1

**Unit Intent:** Students develop a critical understanding of what it means to be Australian through close analysis of the language and visual language of texts.

**Subject-specific skills explicitly taught:**
- vocabularies
- film analysis
- visual literacy
- film analysis
- close reading
- close analysis of visual texts
- narrative structure
- understanding film as an example of a literary text/narrative

**Assessment:**

**Assessment Tasks:**
- Task 1: Spoken film review
  - Students develop their skills in presenting an understanding of the use of Australian stereotypes in the context.
- Task 2: Written essay
  - Students analyse the character of Hamlet. They further develop analytical essay writing.

**Subject-specific skills explicitly taught:**
- vocabularies
- film analysis
- visual literacy
- film analysis
- close reading
- close analysis of visual texts
- narrative structure
- understanding film as an example of a literary text/narrative

**Assessment:**

**Assessment Tasks:**
- Task 1: Written essay
  - Students analyse the character of Hamlet. They further develop analytical essay writing.

**Term 2**

**Unit 2**

**Topic/Context:** Planning a concert tour.
- Students plan a concert tour for a fictional band.

**Duration:** Term 2

**Unit Intent:** Students plan a concert tour for a fictional band.

**Subject-specific skills explicitly taught:**
- planning
- budgeting
- research
- presentation

**Assessment:**

**Assessment Tasks:**
- Task 1: Written essay
  - Students plan a concert tour for a fictional band.
- Task 2: Written essay
  - Students plan a concert tour for a fictional band.

**Term 3**

**Unit 3**

**Topic/Context:** Exploring Australian identity through literary texts.
- Students examine the use of Australian stereotypes in a range of printed and visual texts.

**Duration:** Term 3

**Unit Intent:** Students examine the use of Australian stereotypes in a range of printed and visual texts.

**Subject-specific skills explicitly taught:**
- visual literacy
- film analysis
- close reading
- close analysis of visual texts
- narrative structure
- understanding film as an example of a literary text/narrative

**Assessment:**

**Assessment Tasks:**
- Task 1: Written essay
  - Students examine the use of Australian stereotypes in a range of printed and visual texts.
- Task 2: Written essay
  - Students examine the use of Australian stereotypes in a range of printed and visual texts.

**Term 4**

**Unit 4**

**Topic/Context:** The Face of Australia – exploring Australian identity through film.
- Students analyse the use of Australian stereotypes in a range of printed and visual texts.

**Duration:** Term 4

**Unit Intent:** Students analyse the use of Australian stereotypes in a range of printed and visual texts.

**Subject-specific skills explicitly taught:**
- vocabularies
- film analysis
- visual literacy
- film analysis
- close reading
- close analysis of visual texts
- narrative structure
- understanding film as an example of a literary text/narrative

**Assessment:**

**Assessment Tasks:**
- Task 1: Written essay
  - Students analyse the use of Australian stereotypes in a range of printed and visual texts.
- Task 2: Written essay
  - Students analyse the use of Australian stereotypes in a range of printed and visual texts.
Biology
Unit 2

Topic:Clinical/CORE

Included:
- EBI
- Other

Thoughts:
- Some questions are more relevant to GCSE level. The content is quite challenging for GCSE students.
- The content is quite abstract and may need more examples to make it more relevant to students.
**Assessment:**

**Assessment Task:**
Extended Written Response Essay Test

**Genre:**
Essay format

---

**Assessment Task:**
Written Research Assignment

**Genre:**
Essay format

**Assessment Task:**
Short Response Test

**Genre:**
Written 
short-answer format

**Assessment Task:**
Written Research Assignment

**Genre:**
Essay format

**Assessment Task:**
Extended Written Response Essay Test

**Genre:**
Essay format

**Assessment Task:**
Analysis, Synthesis, Evaluation, Decision-making

**Rubric:**
Comprehension, Interpretation, Synthesis, Evaluation
Geography

Unit 2

Geography

Assessment

- Written test format

Genre: Practical Exercise Test

Links to ISC Literacy Agenda:

- Spelling of key words
- Paragraph writing
- PEEL writing structure
- Spelling of key words

Links to ISC Numeracy Agenda:

- Calculating
- Use of spatial technologies
- Use of MS Excel
- Use of online research

ICT capability enhanced by:

- Use of maps
- Use of spatial technologies
- Use of online research

Subject specific skills explicitly taught:

- Summarising
- Interpreting information from maps, tables and graphs
- Interpreting information from maps, tables and graphs

Assessment Task:

- Stimulus Response Essay Test

Genre: Written test format

Unit Intent:

- Students investigate the nature of the spatial patterns of diseases across the world and the strategies used to limit and control the impact of these diseases.

W.O.W:

- Geographic Inquiry
  - What and where are the patterns of disease?
  - How and why do the patterns of disease occur?
  - What are the impacts of the disease?
  - What and where are the patterns of disease across time?
  - What are the patterns of disease across time?

Topics/Context:

- Exploring the geography of disease

Links to ISC Literacy Agenda:

- Stimulating
- Stimulating
- Stimulating
- Stimulating

Links to ISC Numeracy Agenda:

- Use of maps
- Use of spatial technology
- Use of online technology

Unit 3

Geography

Assessment

- Decision
- Written test format

Genre: Stimulus Response Essay Test

Assessment Task:

- Stimulus Response Essay Test

Genre: Written test format

Unit Intent:

- Students investigate the nature of the global patterns of production and consumption of food and the challenges of providing food for the world’s rapidly increasing population.

W.O.W:

- Geographic Inquiry
  - Where and what are the patterns of world food production and consumption?
  - What are the impacts of feeding the world’s population?
  - What are the impacts of feeding the world’s population?
  - What are the impacts of feeding the world’s population?

Topics/Context:

- Feeding the world’s people

Links to ISC Literacy Agenda:

- Stimulating
- Stimulating
- Stimulating
- Stimulating

Links to ISC Numeracy Agenda:

- Calculating
- Use of spatial technology
- Use of online technology

Unit 4

Geography

Assessment

- Decision
- Written test format

Genre: Stimulus Response Essay Test

Assessment Task:

- Stimulus Response Essay Test

Genre: Written test format

Unit Intent:

- Students investigate the nature of the spatial patterns of diseases across the world and the strategies used to limit and control the impact of these diseases.

W.O.W:

- Geographic Inquiry
  - What and where are the patterns of disease?
  - How and why do the patterns of disease occur?
  - What are the impacts of the disease?
  - What and where are the patterns of disease across time?
  - What are the patterns of disease across time?

Topics/Context:

- Exploring the geography of disease

Links to ISC Literacy Agenda:

- Stimulating
- Stimulating
- Stimulating
- Stimulating

Links to ISC Numeracy Agenda:

- Calculating
- Use of spatial technology
- Use of online technology

Unit 1

Geography

Assessment

- Decision
- Written test format

Genre: Stimulus Response Essay Test

Assessment Task:

- Stimulus Response Essay Test

Genre: Written test format

Unit Intent:

- Students investigate the nature of beach erosion and investigate beach erosion management strategies.

W.O.W:

- Geographic Inquiry
  - Where and where are the patterns of beach erosion?
  - How and why do the patterns of beach erosion occur?
  - What are the impacts of beach erosion?
  - What are the impacts of beach erosion?
  - What are the impacts of beach erosion?

Topics/Context:

- Impacts of beach erosion

Links to ISC Literacy Agenda:

- Stimulating
- Stimulating
- Stimulating
- Stimulating

Links to ISC Numeracy Agenda:

- Calculating
- Use of spatial technology
- Use of online technology

Unit 2

Geography

Assessment

- Decision
- Written test format

Genre: Stimulus Response Essay Test

Assessment Task:

- Stimulus Response Essay Test

Genre: Written test format

Unit Intent:

- Students investigate the nature of beach erosion and investigate beach erosion management strategies.

W.O.W:

- Geographic Inquiry
  - Where and where are the patterns of beach erosion?
  - How and why do the patterns of beach erosion occur?
  - What are the impacts of beach erosion?
  - What are the impacts of beach erosion?
  - What are the impacts of beach erosion?

Topics/Context:

- Impacts of beach erosion

Links to ISC Literacy Agenda:

- Stimulating
- Stimulating
- Stimulating
- Stimulating

Links to ISC Numeracy Agenda:

- Calculating
- Use of spatial technology
- Use of online technology

Unit 3

Geography

Assessment

- Decision
- Written test format

Genre: Stimulus Response Essay Test

Assessment Task:

- Stimulus Response Essay Test

Genre: Written test format

Unit Intent:

- Students investigate the nature of beach erosion and investigate beach erosion management strategies.

W.O.W:

- Geographic Inquiry
  - Where and where are the patterns of beach erosion?
  - How and why do the patterns of beach erosion occur?
  - What are the impacts of beach erosion?
  - What are the impacts of beach erosion?
  - What are the impacts of beach erosion?

Topics/Context:

- Impacts of beach erosion

Links to ISC Literacy Agenda:

- Stimulating
- Stimulating
- Stimulating
- Stimulating

Links to ISC Numeracy Agenda:

- Calculating
- Use of spatial technology
- Use of online technology
### Business, Accounting and Tourism

<table>
<thead>
<tr>
<th>Date: Sunday, 24 March 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Accounting and Tourism</td>
</tr>
</tbody>
</table>

#### Unit 2

**Assessment Task:**
**Key content ideas** (page 9)

- Spreadsheet
- PEEL writing structure
- Spelling of key words
- Links to ISC Literacy Agenda: How and why?

**W.O.W:**
and the social and environmental implications of tourism.

- Senior Tourism SAS

**Duration:**
- Term 2 (8 weeks)

**Content Descriptors:**
- Senior Business Communication and Technologies Syllabus
- Key content ideas (page 8)

**Unit Intent:**
Students investigate the causes and impacts of key events and innovations that have occurred in the 21st century.

- Senior Accounting Syllabus

**Genre:**
- Research skills
- Use of MS Excel
- Use of MS Word
- ICT capability enhanced by:
  - Use of MS Word
  - Use of MS Excel
  - Use of online research

**Subject specific skills explicitly taught:**
- Use of MS Excel
- Use of Spreadsheets
- Interpreting information from tables, diagrams and graphs

**Links to ISC Numeracy Agenda:**
- Creating spreadsheets
- Interpreting information from tables, diagrams and graphs

**ICT capability enhanced by:**
- Use of MS Word
- Use of MS Excel
- Use of Excel spreadsheet
- Use of online research

**Subject specific skills explicitly taught:**
- Graphing
- Paragraph writing
- ICT skills

**Links to ISC Numeracy Agenda:**
- Graphing
- Paragraph writing
- ICT skills

**Term 3 (9 weeks)**

**Topic/Context:**
- Workplace health, safety and sustainability

**Unit Intent:**
Students investigate the various sources of workplace health and safety in the retail and hospitality industry and sustainable work practices, required for the 21st century.

- Senior Tourism SAS

**Genre:**
- Written test format

**Salient Features:**
- Responses on Knowledge and procedural practices, Interpretation and evaluation, and Applied practical procedures

---

<table>
<thead>
<tr>
<th>Date: Sunday, 24 March 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Accounting and Tourism</td>
</tr>
</tbody>
</table>

#### Unit 4

**Y11**

**Key content ideas** (page 6)

- Number facts
- Interpreting information from tables, diagrams and graphs

**W.O.W:**
- Senior Tourism SAS

**Duration:**
- Term 1 (8 weeks)

**Content Descriptors:**
- Senior Accounting Syllabus
- Key content ideas (page 8)

**Unit Intent:**
Students investigate the dynamic nature of industrial tourism and its influence on a tourism destination in order to ensure a sustainable work environment.

- Senior Tourism SAS

**Genre:**
- Written test format

**Salient Features:**
- Responses on Knowledge and understanding, business, Investigating tourism issues, and Evaluating business decisions

---

<table>
<thead>
<tr>
<th>Date: Sunday, 24 March 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Accounting and Tourism</td>
</tr>
</tbody>
</table>

#### Accounting

**TF1**

**Topic/Context:**
- Introduction to accounting

**Unit Intent:**
- Students determine the nature of non-current assets in the world of accounting and investigate how a spreadsheet is used to analyse financial reports.

- Senior Accounting Syllabus

**Genre:**
- Written test format

**Salient Features:**
- Responses on Knowledge and procedural practices, Interpretation and evaluation, and Applied practical procedures

---

<table>
<thead>
<tr>
<th>Date: Sunday, 24 March 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Accounting and Tourism</td>
</tr>
</tbody>
</table>

#### Unit 1

**Assessment Task:**
- Short and Extended Response Test

- Spreadsheet
- PEEL writing structure
- Spelling of key words
- Links to ISC Literacy Agenda: How and why?

**W.O.W:**
- Senior Business Communication and Technologies Syllabus

**Term 1 (8 weeks)**

**Content Descriptors:**
- Senior Accounting Syllabus
- Key content ideas (page 8)

**Unit Intent:**
Students investigate the causes and impacts of key events and innovations that have occurred in the 21st century.

- Senior Accounting Syllabus

**Genre:**
- Written test format

**Salient Features:**
- Responses on Knowledge and procedural practices, Interpretation and evaluation, and Applied practical procedures

---

<table>
<thead>
<tr>
<th>Date: Sunday, 24 March 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Accounting and Tourism</td>
</tr>
</tbody>
</table>

#### Unit 2

**Assessment Task:**
- Extended Response Task

- Spreadsheet
- PEEL writing structure
- Spelling of key words
- Links to ISC Literacy Agenda: How and why?

**W.O.W:**
- Senior Accounting Syllabus

**Term 1 (8 weeks)**

**Content Descriptors:**
- Senior Accounting Syllabus
- Key content ideas (page 8)

**Unit Intent:**
Students investigate the causes and impacts of key events and innovations that have occurred in the 21st century.

- Senior Accounting Syllabus

**Genre:**
- Written test format

**Salient Features:**
- Responses on Knowledge and procedural practices, Interpretation and evaluation, and Applied practical procedures

---

<table>
<thead>
<tr>
<th>Date: Sunday, 24 March 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Accounting and Tourism</td>
</tr>
</tbody>
</table>

#### Unit 3

**Assessment Task:**
- Practical and Extended Response Test

- Spreadsheet
- PEEL writing structure
- Spelling of key words
- Links to ISC Literacy Agenda: How and why?

**W.O.W:**
- Senior Accounting Syllabus

**Term 1 (8 weeks)**

**Content Descriptors:**
- Senior Accounting Syllabus
- Key content ideas (page 8)

**Unit Intent:**
Students investigate the causes and impacts of key events and innovations that have occurred in the 21st century.

- Senior Accounting Syllabus

**Genre:**
- Written test format

**Salient Features:**
- Responses on Knowledge and procedural practices, Interpretation and evaluation, and Applied practical procedures

---
### Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Quantity</th>
<th>Sub Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response to Stimulus Material Test</td>
<td>Written Test Format</td>
<td>Research Project Task</td>
</tr>
</tbody>
</table>

### Assessment Task

<table>
<thead>
<tr>
<th>Genre</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Test Format</td>
<td>Information Paragraph</td>
</tr>
</tbody>
</table>

### Links to ISC Literacy Agenda:
- Spelling of key words
- Level guide to comprehension
- PEEL writing structure
- Paragraph writing

### Links to ISC Numeracy Agenda:
- Drawing graphs
- Reading tables
- Interpreting information from maps, tables and graphs

### ICT capability enhanced by:
- Use of maps
- Use of spatial technologies
- Use of MS Word
- Use of online research

### Subject specific skills explicitly taught:
- Summarising
- Explanation writing
- Paragraph writing
- Research skills
- Constructing maps, tables and graphs
- Interpreting information from maps, tables and graphs

### Assessment Task:

<table>
<thead>
<tr>
<th>Genre</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Test Format</td>
<td>Short response on Knowledge and Understanding, Analysing Information and Communication Skills</td>
</tr>
</tbody>
</table>

### Subject specific skills explicitly taught:
- Constructing a bibliography
- Constructing maps, tables and graphs
- Interpreting information from maps, tables and graphs

### Assessment Task:

<table>
<thead>
<tr>
<th>Genre</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-modal oral presentation format</td>
<td>Extended response on Knowledge and Understanding, Analysing Information and Communication Skills</td>
</tr>
</tbody>
</table>
Unit 3: Cyber Bullying

Duration: 7 weeks

Content descriptors: The anonymity and ease of communication in virtual communication environments can make bullying, harassment and defamation harmful actions that can cyberbully a dangerous place.

Unit Intent: Issue Statement: How can I prevent cyber bullying in my social interactions? How can I deal with barriers and negative influences, and improve my quality of life and life expectation?

W.O.W.

- Locate and recall information including primary and secondary data on health issues
- Understand health promotion theories, concepts and strategies
- Use textual features in the conventions of communication
- select and analyse data and information on health issues
- apply genre conventions.
- synthesise information on health issues to make d
- evaluate data and justify recommendations, conclusions, strategies and actions.
- make decisions about strategies to communicate ideas.

Assessment Task: Analyse your own digital footprint and management of information communication technologies. Identify any problem areas and future consequences for your health. Develop strategies to improve your cyber safety.

Genre: Written Report (800 – 1000 words, 4 weeks preparation, access to library, computer lab, health experts)

Assessment Task: Focus – Students develop and implement a health promotion initiative that seeks to help prevent bullying and ensure that students are protected from bullying.

Genre: Supervised Written Assessment, (supervised, seen stimulus and question, open book, 90 minutes,300-700 words)

Unit 3: Binge Drinking

Duration: 9 weeks

Content descriptors: High level of binge drinking in the peer group has major impacts on health status of this population.

Unit Intent: Issue Statement: Alcohol use and abuse is a major health concern for adolescents, particularly because of the associated risk-taking behaviours. How can the peer group respond to reduce the harm caused by alcohol abuse and risk taking behaviours?

W.O.W.

- Locate and recall information including primary and secondary data on health issues
- Understand health promotion theories, concepts and strategies
- Use textual features in the conventions of communication
- select and analyse data and information on health issues
- apply genre conventions.
- synthesise information on health issues to make d
- evaluate data and justify recommendations, conclusions, strategies and actions.
- make decisions about strategies to communicate ideas.

Assessment Task: Analyse your own digital footprint and management of information communication technologies. Identify any problem areas and future consequences for your health. Develop strategies to improve your cyber safety.

Genre: Written Report (800 – 1000 words, 4 weeks preparation, access to library, computer lab, health experts)

Assessment Task: Focus – Students develop and implement a health promotion initiative that seeks to help prevent bullying and ensure that students are protected from bullying.

Genre: Supervised Written Assessment, (supervised, seen stimulus and question, open book, 90 minutes,300-700 words)

Unit 4: Domestic Violence

Duration: 9 weeks

Content descriptors: High levels of domestic violence in the rural/inner city and in particular the indigenous community.

Unit Intent: Issue Statement: To what extent are health services able to improve the health of all family members experiencing domestic violence?

W.O.W.

- Locate and recall information including primary and secondary data on health issues
- Understand health promotion theories, concepts and strategies
- Use textual features in the conventions of communication
- select and analyse data and information on health issues
- apply genre conventions.
- synthesise information on health issues to make d
- evaluate data and justify recommendations, conclusions, strategies and actions.
- make decisions about strategies to communicate ideas.

Assessment Task: Focus – Students develop and implement a health promotion initiative that seeks to help prevent bullying and ensure that students are protected from bullying.

Genre: Supervised Written Assessment, (supervised, seen stimulus and question, open book, 90 minutes,300-700 words)
strategies as individuals, and in groups and teams
• select, interpret, analyse and manipulate information related to the focus area and performance in physical activities
• apply genre conventions.
• modify physical responses based on informed reflective decision making in varying physical performance environments
• initiate change and demonstrate solutions in team and group physical performance
• evaluate, predict and justify probable and possible outcomes of actions, plans and decisions
• make decisions about strategies to communicate ideas.

Links to ISC literacy agenda
PEEL writing
3 level guide
Subject specific spelling

ICT capability enhanced by
Online research

Subject specific skills explicitly taught
• Characteristics of the learner
• Characteristics of the task
• Practice
• Feedback
• Judging the quality of physical skills
• models of coaching
• Analyzing and Classifying physical skills
• increase change and demonstrate solutions in team and group physical performance
• evaluate, predict and justify probable and possible outcomes of actions, plans and decisions
• make decisions about strategies to communicate ideas.

Links to ISC literacy agenda
PEEL writing
3 level Guide
Subject specific spelling

ICT capability enhanced by
Online research

Subject specific skills explicitly taught
• Analytical Exposition
• Feedback mechanisms
• Analytical Exposition
• Feedback

Assessment
Assessment Task: Analyse and evaluate your performance in a badminton skill in terms of the principles of Motor Learning. Write 3 training sessions to improve your performance in that skill and justify these training sessions in terms of Motor Learning Principles.

Genre: Expository – Essay
800-1000 words

Assessment Task: Analyse and evaluate the various psychological approaches on your canoeing performance. Recommend psychological approaches that will increase your canoeing performance.

Genre: Supervised Written Assessment. See Assessment 500 – 700 words. 90min.

Assessment Task: TASK EXAMPLE
Analyse and evaluate the seasonal touch training program in terms of effectiveness and suitability to your personal requirements for touch games. 

Genre: Research Assessment, Multi-Modal presentation. 3-5 minutes.

Assessment Task: Reflect on the impact media has had in forming your opinion about gender and media’s impact on gender-access to sport.

Genre: Supervised Written Assessment. Unseen. 500 – 700 words. 90min.
<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Design, implement and evaluate the running of a lunchtime basketball competition.</th>
<th>Written exam assessing students knowledge of Badminton rules and the importance or rules and safety in sport.</th>
<th>Students design a 6 week training program to improve their performance in Touch.</th>
<th>Students investigate factors that influence participation in golf/cricket in the local area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre</td>
<td>Integrated task, Written tournament plan/evaluation and observations of basketball tournament organisation</td>
<td>Written exam</td>
<td>Report</td>
<td>Report</td>
</tr>
<tr>
<td>Assessment Task</td>
<td>ICT capability enhanced by Online research</td>
<td>ICT capability enhanced by Online research</td>
<td>ICT capability enhanced by Online research</td>
<td>ICT capability enhanced by Online research</td>
</tr>
<tr>
<td>Subject specific skills explicitly taught</td>
<td>• Designing and running tournaments</td>
<td>• Exercise Physiology</td>
<td>• Gross motor movements</td>
<td>• Gross motor movements</td>
</tr>
<tr>
<td>Gross motor movements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject specific skills explicitly taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Innisfail State College Curriculum Plan V1.1
Certificate II in Community Activities
Certificate II in Fitness
### Technology

**Construction**

- BCO Study Plan 2013 (CPC10111T AS2012)

**Engineering Studies**

- Study Plan (Engineering Studies-St...)

**Furnishings**

- FSH Study Plan 2013 (LMF10108 TAS2012)

**Senior Graphics**

- GRAPHICS Work Prog...
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music 11 &amp; 12 DP</strong></td>
<td><strong>Music 11 &amp; 12 SAC</strong></td>
<td><strong>Music 11 &amp; 12 EX</strong></td>
</tr>
<tr>
<td><strong>Topic/Context:</strong> Music of the Theatre</td>
<td><strong>Topic/Context:</strong> Making a Musical Statement</td>
<td><strong>Topic/Context:</strong> Making a Musical Statement</td>
</tr>
<tr>
<td><strong>Duration:</strong> 15 weeks</td>
<td><strong>Duration:</strong> 6-8 weeks</td>
<td><strong>Duration:</strong> 6-8 weeks</td>
</tr>
<tr>
<td><strong>Content descriptors:</strong></td>
<td><strong>Content descriptors:</strong></td>
<td><strong>Content descriptors:</strong></td>
</tr>
<tr>
<td>Unit Intent: An exploration of music that is performed in film and theatre. This unit will develop an understanding of the different practitioner roles and familiar with the standard WHOS practices that are followed in the music industry.</td>
<td>Unit Intent: An exploration of music that contains borrowed musical ideas. This unit will develop an understanding of the different practitioner roles and familiar with the standard WHOS practices that are followed in the music industry.</td>
<td>Unit Intent: An exploration of music that contains borrowed musical ideas. This unit will develop an understanding of the different practitioner roles and familiar with the standard WHOS practices that are followed in the music industry.</td>
</tr>
<tr>
<td>W.O.W: - Develop skills and techniques such as: warm-ups, tone production, breathing, articulation, and practicing. - Select appropriate assistance for the performance. - Create own musical works. - Prepare and set up equipment for a Creative Arts performance right. - Operate technology such as: musical instruments, microphones, CD player, video cameras, amplification equipment. - Develop knowledge of workplace health and safety issues such as: correct set up of equipment, including cabling of electrical items; care of voice; care of instruments and hygiene; posture; and sound levels. - Links to ISC literacy agenda</td>
<td>W.O.W: - Develop skills and techniques such as: warm-ups, tone production, rehearsing, practicing. - Select appropriate assistance for the performance eg. Sound, lighting, front of house, back of house personnel. - Create own musical works that are suitable for a chosen musical - Prepare and set up equipment for production. - Evaluate and/or review other and own performances, including those videotaped. - Operate technology such as: musical instruments, microphones, CD Player, video cameras, amplification equipment. - Develop knowledge of workplace health and safety issues such as: correct set up of equipment, including cabling of electrical items; care of voice; care of instruments and hygiene; posture; and sound levels. - Links to ISC literacy agenda</td>
<td>W.O.W: Become familiar with terminology such as: copyright, AMICOS, Australian Performance Rights Association (APRA), music, promoter, royalties, bios, license fees. - Operate technology such as: email, the internet, computer software, fax, telephone. - Manage a performance group eg. hiring equipment, basic bookkeeping skills. - Identify career pathways in band management. - Work in groups. - Effective communication. - Perform music as solo or group acts. - Prepare and organise a concert. - Create music to be performed as an organised concert. - Organise and operate sound equipment for prepared concert. - Links to ISC literacy agenda</td>
</tr>
<tr>
<td><strong>Assessment Task:</strong></td>
<td><strong>Assessment Task:</strong></td>
<td><strong>Assessment Task:</strong></td>
</tr>
<tr>
<td><strong>Year 11</strong></td>
<td><strong>Analyzing Repertoire</strong></td>
<td><strong>Performing</strong></td>
</tr>
<tr>
<td><strong>Year 12</strong></td>
<td><strong>Composing</strong></td>
<td><strong>Performing</strong></td>
</tr>
<tr>
<td><strong>Performing</strong></td>
<td><strong>Analyzing Repertoire</strong></td>
<td><strong>Performing</strong></td>
</tr>
<tr>
<td><strong>Genre:</strong></td>
<td><strong>Analyzing Repertoire:</strong> Compare contrast essay</td>
<td><strong>Performing:</strong> a piece from a musical</td>
</tr>
<tr>
<td><strong>Analyzing Repertoire:</strong></td>
<td><strong>Performing:</strong> a piece from a musical</td>
<td><strong>Performing:</strong> a piece from a musical</td>
</tr>
<tr>
<td><strong>Salient features:</strong></td>
<td><strong>Performing:</strong> handwritten or computer generated score</td>
<td><strong>Performing:</strong> handwritten or computer generated score</td>
</tr>
<tr>
<td><strong>Performing:</strong> a piece from a musical</td>
<td><strong>Performing:</strong> a piece from a musical</td>
<td><strong>Performing:</strong> a piece from a musical</td>
</tr>
<tr>
<td><strong>Performer:</strong> Students in Year 11 and 12</td>
<td><strong>Performer:</strong> Students in Year 11 and 12</td>
<td><strong>Performer:</strong> Students in Year 11 and 12</td>
</tr>
<tr>
<td><strong>Technical:</strong></td>
<td><strong>Performing:</strong> a piece from a musical</td>
<td><strong>Performing:</strong> a piece from a musical</td>
</tr>
</tbody>
</table>

**Unit 1**

**Content descriptors:**

- Unit Intent: An exploration of music that is performed in film and theatre. This unit will develop an understanding of the different practitioner roles and familiar with the standard WHOS practices that are followed in the music industry.
- W.O.W: - Develop skills and techniques such as: warm-ups, tone production, breathing, articulation, and practicing. - Select appropriate assistance for the performance. - Create own musical works. - Prepare and set up equipment for a Creative Arts performance right. - Operate technology such as: musical instruments, microphones, CD player, video cameras, amplification equipment. - Develop knowledge of workplace health and safety issues such as: correct set up of equipment, including cabling of electrical items; care of voice; care of instruments and hygiene; posture; and sound levels.
- Links to ISC literacy agenda
- Verbal communication and discussion of ideas to demonstrate thought processes.
- Links to ISC numeracy agenda
- Discover and learn patterns for musical knowledge skills
- ICT capability enhanced by
  - Word processing
  - Composing using GarageBand and other software
  - Setting up sound equipment and lighting
- Subject specific skills explicitly taught
  - Time management; rehearsing
  - Performing requirements
  - Composing in specific music structures

**Assessment Task:**

- **Year 11 and 12**
- **Performer:** Performing a piece from a film or musical
- **Technician:** Conductor or technician

**Unit 2**

**Content descriptors:**

- Unit Intent: An exploration of music that contains borrowed musical ideas. This unit will develop an understanding of the different practitioner roles and familiar with the standard WHOS practices that are followed in the music industry.
- W.O.W: - Develop skills and techniques such as: warm-ups, tone production, rehearsing, practicing. - Select appropriate assistance for the performance eg. Sound, lighting, front of house, back of house personnel. - Create own musical works that are suitable for a chosen musical - Prepare and set up equipment for production. - Evaluate and/or review other and own performances, including those videotaped. - Operate technology such as: musical instruments, microphones, CD Player, video cameras, amplification equipment. - Develop knowledge of workplace health and safety issues such as: correct set up of equipment, including cabling of electrical items; care of voice; care of instruments and hygiene; posture; and sound levels.
- Links to ISC literacy agenda
- Verbal communication and discussion of ideas to demonstrate thought processes.
- Links to ISC numeracy agenda
- Discover and learn patterns for musical knowledge skills
- ICT capability enhanced by
  - Word processing
  - Composing using GarageBand and other software
  - Setting up sound equipment and lighting
- Subject specific skills explicitly taught
  - Time management; rehearsing
  - Performing requirements
  - Composing in specific music structures

**Assessment Task:**

- **Year 11 and 12**
- **Performer:** Improving a solo over the backing track of Bach's Canon in D chord progression (minimum 3 minutes)

**Unit 3**

**Content descriptors:**

- Unit Intent: An exploration of music that contains borrowed musical ideas. This unit will develop an understanding of the different practitioner roles and familiar with the standard WHOS practices that are followed in the music industry.
- W.O.W: Become familiar with terminology such as: copyright, AMICOS, Australian Performance Rights Association (APRA), music, promoter, royalties, bios, license fees. - Operate technology such as: email, the internet, computer software, fax, telephone. - Manage a performance group eg. hiring equipment, basic bookkeeping skills. - Identify career pathways in band management. - Work in groups. - Effective communication. - Perform music as solo or group acts. - Prepare and organise a concert. - Create music to be performed as an organised concert. - Organise and operate sound equipment for prepared concert.
- Links to ISC literacy agenda
- Verbal communication and discussion of ideas to demonstrate thought processes.
- Links to ISC numeracy agenda
- Discover and learn patterns for musical knowledge skills
- ICT capability enhanced by
  - Word processing
  - Setting up sound equipment and lighting
- Subject specific skills explicitly taught
  - Time management; rehearsing
  - Performing requirements
  - Composing in specific music structures

**Assessment Task:**

- **Year 11 and 12**
- **Performer:** Perform a piece of music on your chosen instrument at the end of the year concert (minimum 2 minutes)

**Technical** features:

- **W.O.W:**
- **Technical** features:
- **W.O.W:**
- **Technical** features:
### Unit 2 Assessment Task
An exploration of dance in Unit 4

**Maker:** Compose a solo improvisation for Pachelbel's Canon in D chord progression backing track (min 2 minutes)

**Genre:** Performing: solo or small group

**Technician:** computer generated track

**Salient features:**

<table>
<thead>
<tr>
<th>Topic/Context:</th>
<th>Dance in musical theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>Term 1</td>
</tr>
<tr>
<td><strong>Content Descriptors:</strong></td>
<td>Senior Dance Syllabus - Key content ideas (page 8-10)</td>
</tr>
<tr>
<td><strong>Unit Intent:</strong></td>
<td>Students investigate the origins of Musical Theatre with a strong focus on the historical and social significance of particular musicals and musical theatre choreographers</td>
</tr>
</tbody>
</table>

**W.O.W.:**
- Creative Inquiry
  - Process of deconstruction
  - Process of critical reflection
  - Process of reconstruction
  - Process of communication

**Links to ISC Literacy Agenda:**
- Spelling of key words
- 5-Level guide to comprehension
- PEEEL writing structure
- Paragraph writing

**Links to ISC Numeracy Agenda:**
- Sequence facts

**ICT capability enhanced by:**
- Use of online research
- Use of Dance equipment and technologies

**Subject specific skills explicitly taught:**
- Summarising
- Explanation writing
- Paragraph writing
- Research skills
- Dance components
- Dance movements
- Dance choreography skills
- Dance performance skills
- Dance appreciation skills

**Assessment Task:**
- Performance Task

- **Genre:** Individual focus of a dance to an audience

---

### Unit 3 Assessment Task
An exploration of post-modern and new media contemporary dance

**Maker:** Compose a solo improvisation for Pachelbel's Canon in D chord progression backing track (min 2 minutes)

**Genre:** Performing: solo or small group

**Technician:** computer generated track

**Salient features:**

<table>
<thead>
<tr>
<th>Topic/Context:</th>
<th>Dance in musical theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>Term 1</td>
</tr>
<tr>
<td><strong>Content Descriptors:</strong></td>
<td>Senior Dance Syllabus - Key content ideas (page 8-10)</td>
</tr>
<tr>
<td><strong>Unit Intent:</strong></td>
<td>Students investigate the evolution of post-modern and new media contemporary dance with a strong focus on the significance of particular post-modern and new media choreographers and dance companies</td>
</tr>
</tbody>
</table>

**W.O.W.:**
- Creative Inquiry
  - Process of deconstruction
  - Process of critical reflection
  - Process of reconstruction
  - Process of communication

**Links to ISC Literacy Agenda:**
- Spelling of key words
- 5-Level guide to comprehension
- PEEEL writing structure
- Paragraph writing

**Links to ISC Numeracy Agenda:**
- Sequence facts

**ICT capability enhanced by:**
- Use of online research
- Use of Dance equipment and technologies

**Subject specific skills explicitly taught:**
- Summarising
- Explanation writing
- Paragraph writing
- Research skills
- Dance components
- Dance movements
- Dance choreography skills
- Dance performance skills
- Dance appreciation skills

**Assessment Task:**
- Performance Task

- **Genre:** Individual focus of a dance to an audience

---

### Unit 4 Assessment Task
An exploration of life experiences expressed through dance

**Maker:** Perform and organise a concert to showcase student achievement. A title of planning and reflections of decision making must be submitted.

**Genre:** Performing: solo or small group

**Technician:** Set up equipment for a concert and complete a sound check with each performance group

**Salient features:**

<table>
<thead>
<tr>
<th>Topic/Context:</th>
<th>Dance in musical theatre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration:</strong></td>
<td>Term 1</td>
</tr>
<tr>
<td><strong>Content Descriptors:</strong></td>
<td>Senior Dance Syllabus - Key content ideas (page 8-10)</td>
</tr>
<tr>
<td><strong>Unit Intent:</strong></td>
<td>Students investigate how life experiences can inspire choreographers to create dance works based on these extraordinary experiences</td>
</tr>
</tbody>
</table>

**W.O.W.:**
- Creative Inquiry
  - Process of deconstruction
  - Process of critical reflection
  - Process of reconstruction
  - Process of communication

**Links to ISC Literacy Agenda:**
- Spelling of key words
- 5-Level guide to comprehension
- PEEEL writing structure
- Paragraph writing

**Links to ISC Numeracy Agenda:**
- Sequence facts

**ICT capability enhanced by:**
- Use of online research
- Use of Dance equipment and technologies

**Subject specific skills explicitly taught:**
- Summarising
- Explanation writing
- Paragraph writing
- Research skills
- Dance components
- Dance movements
- Dance choreography skills
- Dance performance skills
- Dance appreciation skills

**Assessment Task:**
- Performance Task

- **Genre:** Individual focus of a dance to an audience

---
### Unit 1
#### Topic/Context:
The concept of Existence, Identity and the Environment will be addressed through the focus EXTERIOR. The students explore the relationship with the environment through a range of representations and styles. The purpose of art making, mark making, composition, form, shape, and media qualities.

- **Media areas:**
  - 2D Media
  - Electronic imaging

#### Duration:
Term unit – 8 weeks

#### Content descriptors:
Visual Art

- **Unit Intent:**
  Exploration of representations of exteriors within a variety of local, historical, and geographical contexts using comparative analysis of art movements and individual artworks.

- **Links to ISC literacy agenda**
  - Subject specific terminology
  - Glossary
  - Comprehension
  - Drafting and editing assistance with assignment work

- **Links to ISC numeracy agenda**
  - Space and shape
  - Measuring
  - Framing
  - Positive and negative space

- **ICT capability enhanced by**
  - Internet research
  - Drafting and editing of assignment work

- **Subject specific skills explicitly taught**
  - Continue to learn and apply the elements and principles of art in practical and theory work.
  - Exploration of media
  - Exploration of compositional design
  - Development of art techniques
  - Development of Visual Literacy skills pertinent to achieving success in the Core Skills Exams held in year 12 to determine OP results
  - Analysis of art using the elements and principles of design
  - Development of description, analysis, interpretative, evaluative, and judgment skills

- **Assessment**
  - Assessment Task 1: Practical Folio
  - Assessment Task 2: Written response – 600-800 words

### Unit 2
#### Topic/Context:
The concept of Existence, Identity and the Environment will be addressed through the focus INTERIOR. The students explore the relationship with the internal, the emotional, physical and spiritual. They will do this through a range of visual expressions and styles. Layering, surface textures, colour, collage, and presentation.

- **Media areas:**
  - Painting
  - Printmaking
  - Time based Media

#### Duration:
Term unit – 11 weeks

#### Content descriptors:
Visual Art

- **Unit Intent:**
  Exploration of representations of the abstract through a variety of historical and philosophical contexts using comparative analysis of art movements, artworks, and artists.

- **Links to ISC literacy agenda**
  - Visual literacy skills
  - Subject specific terminology
  - Glossary
  - Comprehension
  - Drafting and editing assistance with assignment work

- **Links to ISC numeracy agenda**
  - Space and shape
  - Measuring
  - Framing
  - Positive and negative space

- **ICT capability enhanced by**
  - Internet research
  - Drafting and editing of assignment work

- **Subject specific skills explicitly taught**
  - Continue to learn and apply the elements and principles of art in practical and theory work.
  - Research skill development
  - Development of Visual Literacy skills pertinent to achieving success in the Core Skills Exams held in year 12 to determine OP results
  - Analysis of art using the elements and principles of design
  - Development of description, analysis, interpretative, evaluative, and judgment skills
  - Develop reflective and evaluative skills

- **Assessment**
  - Assessment Task 1: Practical Folio
  - Assessment Task 2: Written response – 600-800 words

### Unit 3
#### Topic/Context:
The concept of existence, identity and the environment will be addressed through the focus IDENTIFY. The students explore the nature, make up and influence on the self and society. They will do this through a range of visual expressions and styles related to the individual and their place in society. Icons, symbols, appropriation, culture, history, society, representation, light and sounds.

- **Media areas:**
  - Time based media
  - Painting
  - Printmaking
  - 3D objects

#### Duration:
Term unit – 19 weeks

#### Content descriptors:
Visual Art

- **Unit Intent:**
  Exploration of representations of identity relating to family and community through a variety of cultural and social contexts that may reflect past and present artists, artworks and values.

- **Links to ISC literacy agenda**
  - Visual literacy skills
  - Subject specific terminology
  - Glossary
  - Comprehension
  - Drafting and editing assistance with assignment work

- **Links to ISC numeracy agenda**
  - Space and shape
  - Measuring
  - Framing
  - Positive and negative space

- **ICT capability enhanced by**
  - Internet research
  - Drafting and editing of assignment work

- **Subject specific skills explicitly taught**
  - Continue to learn and apply the elements and principles of art in practical and theory work.
  - Exploration of media
  - Exploration of compositional design
  - Development of art techniques
  - Development of Visual Literacy skills pertinent to achieving success in the Core Skills Exams held in year 12 to determine OP results
  - Analysis of art using the elements and principles of design
  - Development of description, analysis, interpretative, evaluative, and judgment skills
  - Develop reflective and evaluative skills

- **Assessment**
  - Assessment Task 1: Practical Folio
  - Assessment Task 2: Written response – 800-1000 words
  - Assessment Task 2: Unseen short response exam
link to VET Share

<file://EQFNQ6463001/Data/1/Data/1/Curriculum/Vet Share>

Cert II in community activities

| TAS Comm Act V4 | TAS Comm Act V3 | TAS Comm Act V2 | TAS Comm Act V1 |

Cert II in Engineering

V.5 TAS MEM2010...

Cert II in Hospitality (Kitchen Operations)

V8 SIT20307 Cert II Hos...

Certificate III in Fitness