



ISLAMIC COLLEGE
OF BRISBANE



YEAR 10
SUBJECT
OVERVIEWS TERM 2,
2025

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane

CRICOS Provider No: 02435A



Introduction

This document should be used as a guide only. The busy nature of schools means that schedules are sometimes disrupted, and dates need to be changed.

Whilst we try to avoid this as much as possible, it will happen from time to time, and we will keep families informed of changes.

Contents

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| Islamic | Arabic |
| English | Maths |
| Science | Health and Physical Education |
| Humanities | Design Technology |
| Digital Technology | Media Arts |
| Business | STEM |
| Psychology | History |

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|-----------------------------------|--|----------------|-----------------|
| Year Level | Year 10 | Subject | Islamic Studies |
| Unit Topics | Personal and spiritual Qualities of the 10 companions who were promised Jannah | | |
| Assessment Tasks and Dates | Written examination in the block Week 6 | | |

| Week | Learning Intention |
|-------------|--|
| 1 | The 10 companions who were promised Jannah Overveiw of all the companions |
| 2 | The 10 companions who were promised Jannah - Abu Ubaydah Aamir bin Al-Jarrah Tanzil.net Surah Yaseen V71 - 77 |
| 3 | The 10 companions who were promised Jannah - Abu Ubaydah Aamir bin Al-Jarrah Tanzil.net Surah Yaseen V78 - 83 |
| 4 | The 10 companions who were promised Jannah - Abdur Rahman bin Awf Tanzil.net Surah Safaat V1 - 12 |
| 5 | The 10 companions who were promised Jannah - Zubair bin Awwam Tanzil.net Surah Safaat V13 - 24 |
| 6 | Block exam |
| 7 | The 10 companions who were promised Jannah - Talha bin Ubaydullah Tanzil.net Surah Safaat V25 - 36 |
| 8 | The 10 companions who were promised Jannah - Sad bin Abi Waqqas Tanzil.net Surah Safaat V37 - 51 |
| 9 | The 10 companions who were promised Jannah - Saeed bin Zayd Tanzil.net Surah Safaat V52 - 65 |





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| Year Level | 10 | Subject | English |
| Unit Topics | 10.3 Creative Response to text- Novel / Dystopian Texts | | |
| Assessment Tasks and Dates | Week 7: Task 3: Creative Response to a Text Individual Seen Assessment /Extended Written Text :Narrative 600 – 800 words | | |

| Week | Learning Intention |
|-------------|--|
| 1 | Introduction to Dystopian Fiction: Define dystopia and its characteristics. Read and analyse short excerpts from various dystopian texts. |
| 2 | Explore Classic and Modern Dystopian Texts. Study excerpts from dystopian novels (e.g., "1984", "Brave New World" "The Hunger Games" and "Divergent"). Compare and contrast, analyse themes and settings and discuss the historical and social context of these works. |
| 3 | Begin reading "Unwind" by Neal Shusterman Study language used in the text through excerpts (e.g. descriptive writing for setting, character, speech, tone and mood, figurative language or imagery and initial plot developments). |
| 4 | Setting and World-Building in "Unwind". Continue reading "Unwind." Examine how Neal Shusterman creates an immersive and oppressive world. Narrative writing: students create their own oppressive world. |
| 5 | Understand how to plan a dystopian story based on a narrative structure. Revise features of narrative writing, figurative and descriptive language, dialogue, characterisation and the 5 plot parts |
| 6 | Exam stimulus handout – students plan and modify their 5 plot parts to respond to the stimulus. Discuss and review students progress |
| 7 | Exam Week - Lessons for revision; 2 lessons for exam (600-800 word Creative Response to a stimulus) |
| 8 | Literacy Focus – Responding to written and visual texts. Revise reading strategies, consider textual elements and language features. |



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| 9 | Introduction to Shakespeare and the Elizabethan values and beliefs; discuss how English has evolved. |
| 10 | Begin reading Shakespeare's Macbeth Act 1 |



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| Year Level | Yr10 | Subject | Science |
| Unit Topics | Evolution, Global systems, Forces, energy, motion | | |
| Assessment Tasks and Dates | Assessment Task Week 7-9 | | |

| Week | Learning Intention |
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| 1 | 1. Natural selection; Evolution, Assignment (Frog Assimilation) Organisms change to enhance their chance of survival; Different forms of evolution exist |
| 2 | Long, long ago; Yesterday's plants; Fossils, More evidence for evolution; See you later, alligator; |
| 3 | Looking back, Your quest; Revisiting cycles and spheres Assignment on Natural Selection due. Introduction; The Earth's spheres and human impact on them |
| 4 | Climate patterns; Global warming, Factors affecting weather patterns; The greenhouse effect and human impact on it, |
| 5 | Revision & Exam week |
| 6 | Exam week Research Assignment Chapter 7 The greenhouse effect and human impact on it; |
| 7 | Ozone alert; Research assignment Ozone layer depletion and repair |
| 8 | Let's go for a ride; Newton's Second Law of Motion; What's your reaction Laws of Motion |
| 9 | Assessment Submission |





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| Year Level | 10 | Subject | Humanities |
| Unit Topics | Geographies of Wellbeing | | |
| Assessment Tasks and Dates | Geography Report due Week 6 | | |

| Week | Learning Intention |
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| 1 | Explore the various metrics and methods used to measure human wellbeing, examining the relationship between wealth and wellbeing. (8.1-8.3) |
| 2 | Understand the impact of gender, access to water, and poverty on human wellbeing, exploring strategies to address disparities. (8.3-8.4) |
| 3 | Examine regional variations in wellbeing, focusing on case studies such as India and Australia to understand the diversity of wellbeing factors. (8.5-8.7) |
| 4 | Hand out assessment task. Working on assessment |
| 5 | Working on assessment |
| 6 | Assessment due Friday. Explore trends in global wellbeing, identifying key drivers and challenges in improving overall human welfare. |
| 7 | Evaluate strategies to improve wellbeing for Indigenous populations, considering historical and contemporary challenges. (9.1-9.2) |
| 8 | Examine historical perspectives on wellbeing, understanding how societal changes have influenced human welfare over time. (9.4-9.5) |
| 9 | Analyse contemporary issues impacting wellbeing, critically evaluating current events and their implications for global welfare. (9.6-9.8) |
| 10 | Synthesise key concepts and learning from the unit, reflecting on the complexities of defining and improving human wellbeing. (8.10, 9.11) |



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| Year Level | 10 T2 | Subject | Digital Technologies |
| Unit Topics | Explore cyber security and digital intelligence. Understand and apply the Australian Privacy Principles. Recognise and describe object-oriented programming using Python. Apply algorithms in the real world - Pseudocode. Generate web based applications, design and development using a web framework. | | |
| Assessment Tasks and Dates | Project based assessment due - week 6 | | |

| Week | Learning Intention |
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| 1 | Explore HTML to create web pages and form based components |
| 2 | Investigate and apply useability principles to a user interface (UI) and understand the importance of personas (UX) |
| 3 | Explore python web frameworks |
| 4 | Work on project assessment - explore, develop, generate and evaluate |
| 5 | Work on project assessment - explore, develop, generate and evaluate |
| 6 | Project assessment due |
| 7 | Research and investigate encryption and cryptography |
| 8 | Explore lossy and lossless compression |
| 9 | Investigate future and emerging technologies, including AI |





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| Year Level | 10 | Subject | Business |
| Unit Topics | <ul style="list-style-type: none"> • Foundations of Accounting • Economic and Business Concept and skills • Economic performance and living standards | | |
| Assessment Tasks and Dates | Accounting Exam Week 6 Thursday 29th May 2025 | | |

| Week | Learning Intention |
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| 1 | Accounting <ul style="list-style-type: none"> ▪ Define accounting. ▪ Describe the objectives of accounting. ▪ Describe the terms assets, liabilities, owner's equity, revenue and expenses |
| 2 | <ul style="list-style-type: none"> ▪ Describe the accounting entity concept. ▪ Explain the accounting equation and show how the rules of accounting are developed from the equation. |
| 3 | <ul style="list-style-type: none"> ▪ Explain the changes in the Statement of Financial Position as a result of transactions. ▪ Describe the term "source documents". ▪ Explain the need for source documents. ▪ Explain functions of a journal in the accounting process. |
| 4 | <ul style="list-style-type: none"> ▪ Describe the term "journal". ▪ Explain functions of a journal in the accounting process. ▪ Analyse transactions. ▪ Journalise transactions |
| 5 | <ul style="list-style-type: none"> ▪ Explain the need for ledger accounts. ▪ Explain the double entry concept. |
| 6 | Revision for the Exam and Exam (29/05/25) |
| 7 | Economics and Business concepts and skills <ul style="list-style-type: none"> ▪ Explain the five Economics and Business key concepts: resource allocation and decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy. ▪ Identify four economic resources and how resources were allocated. ▪ (Box of Books: pp 4-8) |
| 8 | Economic performance and living standards- <ul style="list-style-type: none"> ▪ Identify how economic growth rates are an indicator of Australia's economic performance ▪ Explain economic growth and the how to measure GPD using aggregate method. ▪ Identify the limitations of measuring economic growth ▪ (Box of Books: pp 17-24) |
| 9 | <ul style="list-style-type: none"> ▪ identify how unemployment trends are an indicator of Australia's economic performance ▪ Examine how to measure unemployment rate and the importance of reducing unemployment pp 25-27 (Box of Books) |
| 10 | <ul style="list-style-type: none"> ▪ Remedial Work and Board game |

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| Year Level | 10 | Subject | Psychology |
| Unit Topics | In this unit, students will be introduced to the topic of psychology. Students will examine the scientific method as the foundations of psychology | | |
| Assessment Tasks and Dates | Report- week 9 | | |

| Week | Learning Intention |
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| 1 | <ul style="list-style-type: none"> summarise the steps in the scientific method as used in all psychological research, including - identify the research question |
| 2 | <ul style="list-style-type: none"> summarise the steps in the scientific method as used in all psychological research, including - formulate the null and alternative hypothesis |
| 3 | <ul style="list-style-type: none"> summarise the steps in the scientific method as used in all psychological research, including - design the method |
| 4 | <ul style="list-style-type: none"> summarise the steps in the scientific method as used in all psychological research, including - collect the data |
| 5 | <ul style="list-style-type: none"> summarise the steps in the scientific method as used in all psychological research, including - processing the data |
| 6 | <ul style="list-style-type: none"> summarise the steps in the scientific method as used in all psychological research, including - analysing and evaluating evidence |
| 7 | <ul style="list-style-type: none"> summarise the steps in the scientific method as used in all psychological research, including |



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| | - reporting the findings |
| 8 | -review topics covered - work on assignment |
| 9 | - work on assignment - assignment due |
| 10 | - review all topics covered |



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| Year Level | Year 10 | Subject | Arabic |
| Unit Topics | Making Plans | | |
| Assessment Tasks and Dates | EP communication exam (vocabulary, reading comprehension, listening comprehension and writing) Week 5 | | |

| Week | Learning Intention |
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| 1 | - Introducing words and phrases used to talk about future plans. - Spelling, vocabulary and composition - 5 words. |
| 2 | - Introducing questions used to organise for and make a plan, eg., asking about a time and place for meeting. - Spelling, vocabulary and composition - 5 words. |
| 3 | - Listening comprehension: organising for a plan, eg., agreeing on a time and place. - Spelling, vocabulary and composition - 5 words. |
| 4 | - Reading comprehension: describing a future plan, eg., a trip - Spelling, vocabulary and composition - 5 words. |
| 5 | - Conducting a communication test. - Spelling, vocabulary and composition - 5 words. |
| 6 | - Listening comprehension: talking about leisure activities. - Spelling, vocabulary and composition - 5 words. |
| 7 | - Speaking practice: students practice asking and answering questions to organise for and agree on a plan. - Spelling, vocabulary and composition - 5 words. |
| 8 | - Reading comprehension: introducing a weekly planner. - Spelling, vocabulary and composition - 5 words. |
| 9 | - Reading comprehension: describing a leisure activity, eg., watching a movie or TV show. |



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| | -Spelling, vocabulary and composition - 5 words. |
| 10 | - Speaking practice: students describe a leisure activity that is common in an Arab country. - Spelling, vocabulary and composition - 5 words |



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| Year Level | 10 | Subject | Mathematics |
| Unit Topics | Unit 2: Algebra and co-ordinate geometry (chapters 2 and 3) Unit 3: Simultaneous equations and inequations (chapter 4) Unit 4: Trigonometry and Measurement (chapter 5 & 6) Unit 5: Deductive geometry (chapter 10) | | |
| Assessment Tasks and Dates | Unit 2 exam in Week-3 Semester 1 exam in Week-6 | | |

| Week | Learning Intention |
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| 1 | Unit 2 Parallel and perpendicular lines; Distance between two points; The midpoint of a line segment Applications of linear functions and collinearity |
| 2 | Unit 3: Simultaneous equations & inequations Solving simultaneous equations recap Applications of simultaneous linear equations Solving simultaneous linear and non-linear equations |
| 3 | Solving linear inequalities Inequalities on the Cartesian plane Solving simultaneous linear inequalities |
| 4 | Unit 4: Trigonometry and Measurement Pythagoras' theorem Pythagoras' theorem in three dimensions (10A) Trigonometric ratios Using trigonometry to calculate side lengths Using trigonometry to calculate angle size Angles of elevation and depression |
| 5 | Bearing Applications of trig Area Total surface area Volume |
| 6 | Unit 3, 4 revision Semester exam |
| 7 | Unit 5: Deductive geometry Angels, triangles |



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| 8 | Angles, triangles congruent triangles |
| 9 | Similar triangles Quadrilaterals |
| 10 | Polygons Unit-5 revision |



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| Year Level | 10 | Subject | Health and Physical Education |
| Unit Topics | <p>Unit Title: <i>How do we perfectly practice and make ourselves fit for a purpose?</i></p> <p>What students will explore in this unit:</p> <ul style="list-style-type: none"> • How to improve performance in sport through drills, practice, and feedback • The role of decision-making, technology, and teamwork in physical activity • How to design personal training plans and evaluate their effectiveness • The connection between fitness, health, and Islamic values <p>Key Skills and Concepts:</p> <ul style="list-style-type: none"> • Movement skills and tactical understanding in sports • Decision-making in physical performance • Applying feedback and modifying activities • Using technology to track and improve fitness • Designing and evaluating personal fitness plans • Understanding benefits of physical activity and managing sedentary behaviour | | |
| Assessment Tasks and Dates | <p>1. Folio Project (Weeks 5–10, submitted Week 14)</p> <ul style="list-style-type: none"> • Create 3 training sessions targeting a weak fitness component • Devise a training method to improve performance • Use and evaluate technology (e.g., video, apps, GPS, Coach’s Eye) • Reflect on and justify the effectiveness of the plan and personal improvement • Presented in an 800–1000 word PowerPoint • Marked using an A–E scale based on criteria (planning, performance, reflection) <p>2. Practical Performance Tasks (Weeks 7–9)</p> <ul style="list-style-type: none"> • Individual and team-based movement assessments • Skills performed using sports equipment and in various environments • Assessment includes decision-making, teamwork, and feedback application • Evaluated using rubrics on A–E scale | | |



| Week | Learning Intention |
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| 1 | <p>Week 11: Unit 1 Assessment Preparation</p> <p>Students will prepare for their assessment by reviewing key focus areas, task types, formats, time limits, and exam dates. They will engage in revision activities, receive feedback from the teacher, and participate in collaborative review sessions to ensure readiness for the assessment.</p> |
| 2 | <p>Week 12: Unit 1 Assessment Submission</p> <p>Students will submit their Unit 1 assessment.</p> <p>Week 1: Unit 2: Students begin the term by exploring the concept of <i>implicit learning</i> in physical activity—how we learn skills without always realising it. They reflect on past experiences and start to understand how drills, technical skills, and game environments help improve performance. The class works together to create and compare examples of skill-based practice in different sports.</p> |
| 3 | <p>Week 2: Unit 2: Building on Week 1, students dive deeper into the relationship between <i>perceptual skills</i> and <i>decision-making</i> in sports. They explore how athletes make quick decisions during gameplay and examine how practice drills can be designed to simulate real match conditions. This week also sets the tone for students to start thinking about how performance can be improved.</p> |
| 4 | <p>Week 3: Unit 2: Students examine how <i>drills</i> can impact creativity and performance. They learn about different <i>types of practice</i>—including representative, simplified representative, and variable practice—and how each one affects the development of movement skills. Through group tasks, they create and test their own practice activities to explore these concepts.</p> |
| 5 | <p>Week 4: Unit 2: This week focuses on applying the practice types students created in Week 3. The class participates in peer-designed activities and reflects on what worked well and why. These hands-on lessons allow students to see how changing practice types can improve skill development in various sporting contexts.</p> |
| 6 | <p>Week 5: Unit 2: Students learn how to <i>modify games and activities</i> to meet specific fitness or performance goals. They are also introduced to different <i>types of feedback</i>—explicit, self-generated, and external focus—</p> |



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| | and explore how each can support skill improvement. This week marks the official launch of the Folio Assessment Task , which will be due in Week 14. |
| 7 | Week 6: Unit 2: Students continue to develop their own modified games in pairs, incorporating elements of feedback and decision-making. These games are tested out with the class, giving students the opportunity to reflect on the effectiveness of their designs. They also begin applying these ideas to their own folio training sessions. |
| 8 | Week 7: Unit 2: This week introduces the importance of <i>physical activity</i> and the risks of <i>sedentary behaviour</i> . Students discuss the benefits of being active and consider how lifestyle choices affect fitness and wellbeing. They also begin their practical performance assessments , focusing on both individual and group-based movement skills. |
| 9 | Week 8: Unit 2: Students explore how <i>technology</i> can support and enhance physical performance. They experiment with tools like cameras, apps, and stopwatches to record and evaluate skill development. These insights will help them in their Folio Assessment , where technology use is a required component. Practical assessments continue during this week. |
| 10 | Week 9: Unit 2: This week is all about consolidating knowledge for the Folio Assessment . Students reflect on what they've learned, clarify the task requirements, and check in with the teacher to ensure they are on track. It's also the final week of practical movement assessments , where students showcase the skills they've developed across the unit. |



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| Year Level | 10 | Subject | Design |
| Unit Topics | Design process folio, technical drawings- orthographic projection / isometric view | | |
| Assessment Tasks and Dates | Week 4, 8, final 10 | | |

| Week | Learning Intention |
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| 1 | Understanding of the assessment- task sheet, rubric. Investigate task requirements- audience (end user) Research design ideas |
| 2 | Research design ideas |
| 3 | Explore design ideas and communicate through annotations, sketches, mood board |
| 4 | Draft Due week Develop design ideas into Positive, Minus, Interesting comparison |
| 5 | Produce design solution – hand sketches |
| 6 | Introduction to inventor/ tinkercad (exercises, revision) |
| 7 | Production of design ideas – orthographic/ isometric |
| 8 | Draft Due week Production of design ideas – orthographic/ isometric |
| 9 | Evaluate design solution – annotations, peer reflection, group discussion draft due |





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| Year Level | 10 | Subject | Design |
| Unit Topics | Design process folio, technical drawings- orthographic projection / isometric view | | |
| Assessment Tasks and Dates | Week 4, 8, final 10 | | |

| Week | Learning Intention |
|-------------|---|
| 1 | Understanding of the assessment- task sheet, rubric. Investigate task requirements- audience (end user) Research design ideas |
| 2 | Research design ideas |
| 3 | Explore design ideas and communicate through annotations, sketches, mood board |
| 4 | Draft Due week Develop design ideas into Positive, Minus, Interesting comparison |
| 5 | Produce design solution – hand sketches |
| 6 | Introduction to inventor/ tinkercad (exercises, revision) |
| 7 | Production of design ideas – orthographic/ isometric |
| 8 | Draft Due week Production of design ideas – orthographic/ isometric |
| 9 | Evaluate design solution – annotations, peer reflection, group discussion draft due |





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| Year Level | 10 | Subject | Media Arts |
| Unit Topics | Students use media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. They use responsible media practice and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences. They present their work to an audience. They plan where and how they could distribute their work and the relationships they could develop with their audiences, using responsible media practice. | | |
| Assessment Tasks and Dates | <p>Group Production of genre short films (film and edit)</p> <p>Task Sheet Distributed – Beginning of Week 2 Preproduction documents submitted – End of Week 2 Filming Completed Outside of school during – Week 2, 3, and 4 Raw footage submitted – Week 4 Rough Cut Due – End of Week 4 Fine Cut Due – End of Week 5 Final Assessment Due – End of Week 6</p> | | |

| Week | Learning Intention |
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| 1 | <p>Students will be able to use DSLR cameras for video recording Quick revision of how to operate and set up cameras safely</p> <p>Students will learn how to correctly expose an image using manual mode</p> <p>Students Will be practice recoding using manual mode by filming a short scene from a given set of storyboards</p> |
| 2 | <p>Students will understand the assessment task requirements</p> <p>Students will be able to demonstrate professional set protocols for a mock film production in class</p> <p>Students will work in their assessment groups to plan their productions and complete their risk assessments, script breakdowns, and shotlists</p> <p>Students will sign out camera equipment in order to film outside of school hours</p> |



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| 3 | Students will learn how to edit a short scene using Adobe Premiere Pro Students will be able to Complete the Premiere Pro Tutorials |
| 4 | Students will present their raw footage for review Students will use Adobe Premiere Pro to edit their films Rough Cut due at the end of the week |
| 5 | Students will use adobe premiere pro to edit their assessments Fine cut due End of Week |
| 6 | Assessment Due |
| 7 | Students will Understand Film Distribution and marketing terms |
| 8 | Class Film Screenings including awards Students will Research short film festivals and other distribution |
| 9 | Students will create a marketing plan for short film |
| 10 | Students will finish their marketing plans |



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| Year Level | 10 | Subject | STEM Term 2 |
| Unit Topics | Students aim to complete 1 major and 2-3 mini project based learning (PBL) projects per term with planning and building components. Each PBL project includes stages of planning, design, hands-on model building/code developing, evaluating, further improvement and reflection. Per semester, students submit the final products of the two major PBL projects including all documentations for assessment. | | |
| Assessment Tasks and Dates | Scale Diagram (Week 3), Report/model (Week 7) | | |

| Week | Learning Intention |
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| 1 | Project Report 1 - Start research on aerodynamic vehicle. Bernoulli's equation and Newton's second law of motion. |
| 2 | Project Report 2 - Drafting the report |
| 3 | Project Report 3 - Completing and submitting report |
| 4 | Minor project 1 - Research on Parachute |
| 5 | Minor Project 2 - Working on report/model of parachute. |
| 6 | Minor Project 3 - Working on report/model of parachute. |
| 7 | Minor Project 4 - Model/Report due |
| 8 | STEM Short activity - AI in Technology |
| 9 | STEM Short activity - Healthy AI scepticism |





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| Year Level | 10 | Subject | History |
| Unit Topics | Unit 2 - Building Modern Australia | | |
| Assessment Tasks and Dates | Assessment Task 2 - Inquiry Research Essay due Week 7 Assessment Task 3 - Multimodal Presentation due Week 10 | | |

| Week | Learning Intention |
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| 1 | Understand the effects of significant post-WWII events on Australian society. Identify key global events and their impact on Australian political, social, and cultural life. |
| 2 | Understand the causes of changes in perspectives, responses, beliefs, and values on migration. Analyse how migration policies evolved and their impact on Australian society. |
| 3 | Understand the causes of First Nations Australians' campaigns for rights and freedoms before 1965. Explore the significant events, individuals, and groups involved in the fight for civil rights. |
| 4 | Understand the significant events, methods, and individuals in the movement for the civil rights of First Nations Australians and their contributions to change. Explore the continuing efforts for civil rights. |
| 5 | Hand out Assessment Task 2 - Inquiry Research Essay |
| 6 | Working on assessment task 2. |
| 7 | Submit Assessment Task 2 Tuesday. |
| 8 | Hand out assessment Task 3 - Multimodal Presentation. |
| 9 | Working on assessment task 3. |
| 10 | Submit Assessment Task 3. |



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| Year Level | Term 2 Year 10 | Subject | Visual Art |
| Unit Topics | Australian and Contemporary Artists | | |
| Assessment Tasks and Dates | Term 2 Week 7-8 Experimental Folio and written response | | |

| Week | Learning Intention |
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| 1 | Explore how and why artists, craftspeople, and designers realise ideas through different visual representations. |
| 2 | Investigate various practices, processes, and viewpoints in visual arts. Hand out: Assessment |
| 3 | Refine personal aesthetics by responding conceptually and perceptively as artists or audiences. |
| 4 | Analyze how artists and audiences interpret artworks using visual language |
| 5 | Research the properties, constraints, and characteristics of materials, technologies, and processes. |
| 6 | Examine forms, styles, and practices across diverse cultural and historical contexts. |
| 7 | Examine forms, styles, and practices across diverse cultural and historical contexts. |
| 8 | Create cross-media or cross-form artworks through reinvented processes. |
| 9 | Study artworks from a range of cultures, times, and locations. Assessment: Checkpoint |
| 10 | Explore the influences of Aboriginal and Torres Strait Islander Peoples and the Asia region. |

