

# SPECIALIST TEAM NEWSLETTER

~ Term 2, 2024 ~

## PHYSICAL EDUCATION

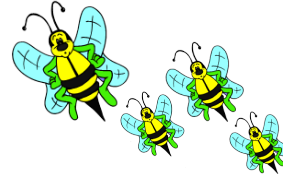
**Prep** students will be focusing on and participating in their own Little Athletics unit. This unit will focus on the skills involved in athletics such as running, jumping and throwing. This focus will then shift to kicking and punting. Students will learn these key skills and use them in a variety of fun games.

**Grade 1 and 2** students will be taking part in a unit that focuses on Little Athletics. This unit will involve skills in athletics which include running, jumping and throwing. The focus will then shift to kicking and punting. Students will learn these key skills and use them in fun games, such as soccer and modified AFL.

**Grade 3 and 4** students will be learning about Athletics in the lead up to the Bellbridge Athletics Carnival later in the term. They will be engaging in running (100m, 200m, hurdles and relays), jumping (high jump, long jump and triple jump) and throwing (shot put and discus) events. Students will then finish the term by focusing on target sports. They will be learning a range of target sports including bowling, bocce, croquet, darts and Finska. They will also learn a couple of indigenous target sport games, such as Gorri.

**Grade 5 and 6** students will be learning about Athletics in the lead up to the Bellbridge Athletics Carnival later in the term. They will be engaging in running (100m, 200m, hurdles and relays), jumping (high jump, long jump and triple jump) and throwing (shot put and discus) events. Students will then finish the term by focusing on target sports, playing sports such as the mini golf, croquet, bowling, quoits and bocce. They will also be learning how to score their own games using their knowledge of the rules and demonstrating sportsmanship.

***Eugene Stanciu and Mark Grant (Physical Education Teachers)***



## VISUAL ARTS

**Prep** students will continue to strengthen their fine motor skills in the Art room, which will include more drawing, tearing papers, and in particular cutting with scissors, both straight and curved lines. Students will explore mark making with crayons and pastels and learn to make rubbings using a variety of resources. During the Construction unit, students will learn the skill of quilling and incorporate this technique into their fireworks display, along with cardboard buildings that they will construct.

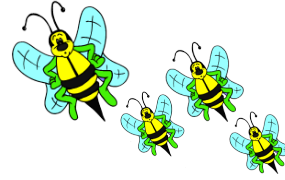
**Grade 1** students will explore the art of Zen Tangle: a calming combination of mark making and mindfulness. They will also make marks with paint and tools other than brushes, to create a decorated Autumn tree scene. During the Construction unit, students will learn about sticking techniques including the use of tabs, to create a cylindrical creature or two. The Painting unit will allow students to explore a variety of techniques, including scrape painting, dot painting, and painting with straws and masking tape.

**Grade 2** students will engage in the art of Zen Tangle: a calming combination of mark making and mindfulness. After having opportunities to practise many 'tangles', students will produce their name creatively using this mark making method. During the paper Construction unit, students will be trying their hand out at some simple origami, to create a paper dragon or unicorn, as well as a very flexible fish! Students will learn about tone and contrast during the Painting unit and will demonstrate their knowledge and skill by producing a simple landscape using tones of one colour.

**Grade 3** students will be learning about the artist Paul Klee, and take inspiration by his abstract artwork named, 'Castle and Sun'. This Painting unit will allow students to explore mixing acrylic primary colour paints with black and white, and paint in only geometric shapes. During the Construction unit, students will have the option to work in pairs. They will be looking at different homes around the world, including mobile homes, and will need to produce up to four different types of structures using a variety of resources as well as techniques and skills to assemble these homes. During the Modelling unit, students will use clay and techniques to produce a bird in a cage.

**Grade 4** students will be learning about the artist, Paul Klee. They will take inspiration from his artwork named, 'Fish Magic' and use oil pastels with watercolour paints, to create a wax resist result. During the Print-Making unit, students will explore the Japanese art of Notan, which is the harmony between black and white. Students will extend their creativity "outside of the box" and use printing foam and ink to produce their Notan artwork. During the Threads and Textiles unit, students will learn the basic running stitch to then produce a simple applique piece and they could also learn the 'lazy daisy' stitch.

**Jane Walton & Felicia Tomelty (Visual Arts teachers)**



## PERFORMING ARTS

**Prep** students will begin to explore the art of dance and will be encouraged to move their body to a changing rhythm and beat. Students will learn to respond with timing through the movement of legs, bodies and arms to a variety of music styles. Students will learn the movements for some popular dances, such as the Chicken Dance and the Hokey Pokey. They will attempt to choreograph their own dance sequence.

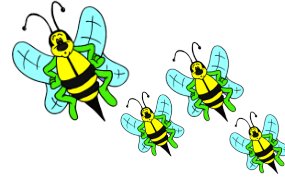
**Grade 1** students will be introduced to the art of dance, exploring different body movements that enable them to dance safely and expressively. They will learn some popular dance sequences. They will also explore dancing to different music styles, such as pop, jazz, rock and blues. Students will be choreographing their own dances and learn about body percussion.

**Grade 2** students will learn some traditional dance sequences and engage in circular shaped dances like the barn dance. They will then explore the techniques and traditions of Indigenous Australian dancing and discuss the importance of dance and culture. They will extend their ideas and techniques for choreography, and they will create their own dances. Students will select songs of their choice and choreograph their own body percussion sequences.

**Grade 3** students will be taking a trip around the world this term when they are learning about the 'Dances from around the World'. Throughout this unit they will have the choice to explore different dances from around the world and different cultures. Some places that they will have the chance to explore include, India, Ireland, Australia's indigenous culture, China and several other places. We hope they have their passports ready for this amazing adventure.

**Grade 4** students will be jumping into a time machine this term when they look back at the 'Evolution of Dance'. This trip back in time will start around 100 years ago in the 1920's. Each week they will learn about two decades, learning all the popular dances and dance moves from that era. By the end of term, the classes will be broken up into smaller groups where they have to choreograph their own dance, inspired by the decade they choose for a final class performance.

**Grade 5** students will be learning about the art of dance this term. They will be getting some inspiration from Just Dance's that they have danced to for years and they will be choreographing their own. They will be delving into the elements of dance like timing, swinging, dancing with a partner, in a group or solo and creating their own Just Dance routine. They will be creating this for their buddy classes to have a go at dancing to by the end of the term.



**Grade 6** students will be continuing to focus on the art of music. They will start the term with a short unit on indigenous music where they will learn about an Australian musician, Archie Roach. They will have the opportunity to learn how to play one of his most popular songs 'Took the Children Away'. Students will then move onto forming and playing in a band. Students will create a band, choose their own instruments (out of guitar, bass guitar, keyboard, ukelele and singing) and will get to choose their own song to learn and play. They will need to learn to play in time as a group.

*Emma Chang & Adele Gilligan (Performing Arts Teachers)*

### AUSLAN

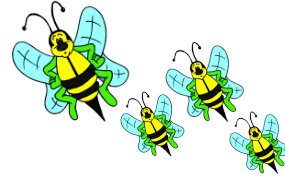
**Prep** students will be immersed in Auslan through nursery rhymes, stories and songs. They will learn to sign along with the songs and participate in craft activities and games related to the themes of the videos. They will learn to count in Auslan, sign about animals and cooperate with each other, signing in Auslan to facilitate games. The students will contribute to modifying rhymes by changing the signs used (e.g. from drink to eat).

**Grade 1** students will learn to count to 66 in Auslan and play dice games involving number. They will learn to sign simple addition sums. Students will contribute to a class video, signing about who is in their family. They will interact with a puppet signing questions and interpreting the answers. They will experiment with different ways to record their Auslan learning.

**Grade 2** students will expand on their knowledge of sentence construction, identifying the nouns and verbs in the sentences they sign. They will learn that words can be represented by whole signs or fingerspelling. They will recognise that the movement of some signs is related to who is doing the action (e.g. towards me or away from me). They will discuss languages and the similarities and differences between them. Students will learn that some signs are iconic (e.g. hand waving), but others have to be learnt. They will learn to cooperate in game playing, using Auslan and gestures to communicate.

**Grade 5** students will survey their classmates, represent their findings in graphs and present the information through Auslan signing. They will create stories for younger viewers, using Auslan signs and constructed action. The students will create bilingual texts, using Auslan, English and graphical representations. They will learn how to show emotions through facial expressions and body actions to get their messages across.

*Joan Hofmann (AUSLAN Teacher)*



### S.T.E.M. (Science, Technology, Engineering and Mathematics)

**Grade 3 - We Are Engineers** - students will follow on from their Term 1 unit, being Scientists, by starting to apply their skills as Engineers. They will study friction forces and how these can be both useful and detrimental. They will study how engineers use mathematics and how strong structures are created through design principles. They will then move on to develop and test out their engineering skills by creating a toy car (extension: with jet propulsion!), which will also include an introduction to simple tools in our 'Maker Space'.

**Grade 4 - Animation Skills & Design Solutions** - students will further advance their netbook skills by using more advanced animation software to create worlds and short movies which will support their inquiry unit back in class. They will then experiment with different design solutions to create their very own Mini-Golf courses incorporating simple machines studied in Term 1. We will have our very own class version of 'Holey-Moley', where they will be able to showcase their creations with their younger buddy students.

**Grade 5 - Claymation & Bike Education** - students will work with advanced animation using Stop Motion software to produce short movies. They will experiment with a variety of camera techniques and photo editing to improve their final products. They will then move on to part two of the Bike Education program, looking at how gears on a bike work. They will then put theory into practise by using gears on their bikes and further developing their riding skills. (The school will provide bikes and helmets as required.)

**Grade 6 - Inventions & Electric Circuits, theory and application** - students will follow on from their study of famous Inventors and Scientists to learn what it takes to create a new invention and produce prototypes. They will then apply their knowledge of simple and parallel circuits studied last term. They will create a range of interactive applications, using electronic devices such as Makey-Makey and Micro:Bit, programmed on their netbooks using some early Block coding theory. They will then showcase their creations for their Prep buddies. To finish the term, they will take part in some woodcraft lessons, using tools and materials to create a range of designs.

**Mike Sisson (S.T.E.M. Teacher)**