

## SPECIALIST TEAM NEWSLETTER

~ Term 2, 2021 ~

### PHYSICAL EDUCATION

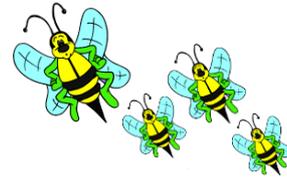
**Prep** students will be focusing on the fundamental skill of catching. They will be breaking down the skill, learning it and then using the skill in a variety of games. After that they will be participating in their own Little Athletics unit. This unit will be focusing on the skills involved in athletics which include running, jumping and throwing. The focus will then shift to kicking and punting where they will learn the skills and use them in fun games.

**Grade 1 and 2** students will be focusing on the fundamental skill of catching. They will be learning specialised step by step instructions to improve their skills and playing a variety of games to challenge their learning. After that they will be participating in a Little Athletics unit. This unit will be focusing on the skills involved in athletics which include running, jumping and throwing. The focus will then shift to kicking and punting where they will learn the 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 the net/wall game of Badminton, incorporating skills such as the serve, smash, forehand and backhand strike. They will also be learning how to umpire and score their own matches, using their knowledge of the rules and demonstrating sportsmanship.

**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.

***Cruze Henshaw and Alycia Morgan (Physical Education Teachers)***



## VISUAL ARTS

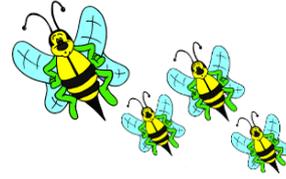
**Prep** students will complete two units in term two – drawing with a focus on mark making and construction. Mark making is a drawing technique where students use a variety of drawing tools to twist, dab, drag, push and pull to create a variety shapes, texture and colours in their artwork. During the construction unit, students will investigate a range of construction materials, tools and skills. They will create 3D constructions using natural materials, paper, cardboard boxes, and cylinders while using a variety of joining techniques. Prep students will also create a Mother’s Day piece and contribute to a collaborative junior school art project entitled ‘Every heart needs art’.

**Grade 1** students will complete two units in term two – construction and drawing with a focus on mark making. During the construction unit students will use their imagination, decorative skills and joining techniques to create 3D paper and small box constructions. Mark making is a drawing technique where students use drawing tools to twist, dab, drag, push and pull to create shapes and texture. They will investigate how to turn these marks into real images and explore backgrounds. Grade one students will also create a Mother’s Day piece and contribute to a collaborative junior school art project entitled ‘Every heart needs art’.

**Grade 2** students will complete two units in term two - drawing and collage. The drawing unit will focus on using line, shape, colour and pattern. They will investigate spatial awareness – using all the space on a piece of paper to tell a visual story. Students will also explore colouring techniques, as well as blending colours to create new colours. The collage unit will focus on paper changing techniques, including tearing and cutting shapes, weaving, fringing, shards and double folding. They will explore texture by combining a variety of recycled, man-made and natural materials to create imaginative collages. Grade two students will also create a Mother’s Day piece and contribute to a collaborative junior school art project entitled ‘Every heart needs art’.

**Grades 3 and 4** students will complete two units in term two - print making and modelling. Printmaking involves transferring images onto another surface, and traditional printmaking includes woodcut and etching and more recently screen printing. Students will explore stamp prints, mono-printing, string prints, stencil prints and relief prints. The modelling unit will review and reinforce clay skills and then use these skills to complete various clay projects. Grade three and four students will also create a Mother’s Day piece and contribute to a collaborative art project using clay entitled ‘Food’.

***Lisa Keem (Visual Arts Teacher)***



## PERFORMING ARTS

**Prep** students will begin to explore the art of dance. Students will learn to respond to a variety of music styles, adjusting their movements in response to speed and beat. 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 explore 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 classical, jazz, rock and blues. Students will explore choreographing their own dances and learn about body percussion.

**Grade 2** students will learn some traditional dance sequences. They will then explore the techniques and traditions of Indigenous Australian dancing. They will extend their ideas and techniques for choreography by creating their own dances to go with a song they select and choreograph their own body percussion sequences.

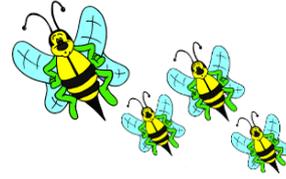
**Grade 3** students will explore the evolution of dance over time. Starting in the 1920's through to present day, students will observe and learn key dance moves from the decades, and discuss the difference between popular dance and traditional dancing. Students will then choose a decade as inspiration and choreograph their own dances and perform them.

**Grade 4** students will be learning about the art of dance. They will be focusing on a unit of dances from around the world. Each week, they will be focusing on a different country and learning a popular dance from there. Some examples are traditional Indigenous Australian dances, tinikling from the Philippines and the Chinese dragon dance. They will then be gaining inspiration from their favourite country of dance and choreographing and performing their own dances in groups.

**Grade 5** students will be continuing to focus on the art of music. They will be continuing with the guitar, learning different chords and riffs. Then they will be exploring different types of drumming. This includes hand drumming, beat boxing, chair drumming and using a drum kit and African drums such as the djembe and bongos.

**Grade 6** students will be continuing to focus on the art of music. This term they will be choosing an instrument to play and will be learning different chords to a range of different songs. They will then be recorded and their songs will be placed on a CD for them to take home.

***Alycia Morgan, Krysta Flahive and Melissa Russell (Performing Arts Teachers)***



### STEM (Science, Technology, Engineering and Mathematics)

**Grade 3 – Pots of Wonder & WE ARE ENGINEERS** - students will be studying the wonders of nature and looking at simple horticulture, growing a variety of flowers, herbs and vegetables, using the Seed Pots in the Woolworths promotion (thanks to the many parents who have donated). They will then move on to develop and test out their engineering skills through some building projects, which will include an introduction to simple tools.

**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 Biological Science 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 – Electricity, Coding and Robotics** - students will complete their electricity study by looking at simple circuitry and how we can program simple electronics using devices such as Makey-Makey and Micro:Bit. This will lead on to a more in depth look at Block coding, building on work from last year, to create their own digital games and animations. Once they have mastered key coding skills, we will look at programming and Robotics using M-Block and Edison robots.

**Michael Sisson (STEM Teacher)**



## AUSLAN

**Prep** students will continue to use Auslan signs for classroom routines. They will be learning to sign simple repetitive rhymes and songs and will do activities to reinforce their memory of key words taught. They will learn how to put words together to convey a message.

**Grade 1** students will be involved in small groups doing games and activities to practise signing in Auslan. They will learn to sign some simple songs and rhymes and be involved in short stories that use signed words they have been taught.

**Grade 2** students will learn how the grammar of Auslan differs from English grammar and practise converting spoken sentences into signs, as well as translating signed messages into grammatically correct English. This will be taught through songs, rhymes and small group games.

**Grade 5** students will learn how to compose a simple story to sign to the class. This will involve the use of an Auslan dictionary to source needed words, learning how to structure Auslan sentences and presentation skills involved in signing for others. Comprehension of Auslan will be assessed through being an audience member.

**Joan Hofmann (AUSLAN Teacher)**