

# SPECIALIST TEAM NEWSLETTER

~ Term 4, 2019 ~

## PHYSICAL EDUCATION

**Prep** students will be focusing on developing their forehand and backhand strike in the sport of tennis. They will learn basic rules of the sport including serving and hitting the ball over the net to form a rally. Students will also focus on sportsmanship-based games and use their fundamental motor skills they have learnt throughout the year and apply them in a variety of teamwork-based activities.

**Grade 1 and 2** students will begin the term by participating in a 6-week unit on red-ball tennis. Students will be learning to strike the ball using a forehand and backhand strike, and begin to develop key rules and skills of the sport including: serving, striking the ball into space and sharing the court in a doubles competition. Students will also focus on teamwork games and using the fundamental motor skills they have learnt throughout the year, applying these in a variety of teamwork-based activities.

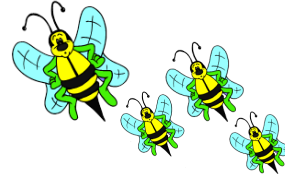
**Grade 3 and 4** students will begin the term by focusing on the sport of handball and will learn in-depth rules and features of the game. Skills such as passing and shooting will be key, with decision making, voice on court and moving to space being main focal points of the unit. Students will then be participating in a sports from around the world unit that will expose them to unique sports such as Pesapallo, American Football, Finska and Fistball.

**Grade 5** students will begin the term by focusing on the sport of soccer where they will learn in-depth rules and features of the game. While learning the skills of this invasion game, they will also be completing a Sport Education in the Physical Education Program (SEPEP) Unit. They will get the chance to learn the non-playing roles of sport such as umpiring games, time keeping and scoring. Students will finish the year learning about Paralympic sports and will be exposed to various handicapped sports to engage them within the unit.

**Grade 6** students will begin the term by focusing on a Sport Education in the Physical Education Program (SEPEP) Unit. This unit involves the students being in small groups, where they choose and learn about a sport and direct the other students in playing the game, while being umpire, timekeeper, scorer and many other non-playing roles in sport. This will be followed by a unit of Bike Education following on from last year's comprehensive program and will aim to assist students in developing their confidence in riding their bike outside of the school. Students will also participate in fitness testing to compare their results from the start of the year.

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





## PERFORMING ARTS

**Prep** students will be working in the music domain of Performing Arts this term. They will use body percussion skills to create sounds and movements. Learning to keep a beat or rhythm while playing along to simple tunes and identifying the difference between beat and rhythm will be a core learning goal. The students will also learn about pitch, using the C major scale to sing nursery rhymes and simple songs.

**Grade 1** students will be working in the domain of music in Performing Arts this term. They will extend their knowledge of musical notes for creating rhythm patterns and use this to compose their own short rhythms, individually and with a partner. They will learn to perform their musical compositions while playing with the boomwhackers (lengths of plastic tubing that play different pitches depending on their length). They will also learn to play some simple songs, such as 'Hot Cross Buns'.

**Grade 2** students will be working in the domain of music in Performing Arts this term. They will learn about playing in an ensemble (whole class orchestra) to create a musical piece. This will involve exploring the musical concepts of pitch, texture, timbre, dynamics, tempo and expression. Co-operation with others and working to beat and rhythm will form a necessary component for creating an effective ensemble. Their music piece will be created by combining the sounds of several different instruments and several different octave.

**Grade 3** students will learn how to strum and play several chords on the Ukulele. They will also learn how to change chords while playing which will allow them to eventually play some songs on the Ukulele. Students will spend a week investigating Indigenous Australian Music past and present. Leading up to the Christmas Concert they will make Jingle Bell Sticks which they may use for it. They will finish the year with learning some Christmas songs on the ukuleles and bells.

**Grade 4** students will complete a unit on Song Writing. They will change the lyrics in popular songs and eventually write a whole song including the music as a class. Students will also be creating their own instruments in STEM and be playing these in Performing Arts, while trying to create a 'Trash Orchestra'. Nearing the end of the year, they will also learn some Christmas songs on the keyboards and bells.

***Alycia Morgan and Joan Hofmann***  
***Performing Arts Teachers***

## VISUAL ARTS

**Prep** students will focus on colour theory and texture this term. They will explore the colour wheel and learn about primary and secondary colours, as well as experiment with mixing colours. Students will also understand texture and use a variety of materials to create different textures on their artworks, including learning about the author Jeannie Baker and how she uses real materials from nature to create her artworks.

**Grade 1 and 2** students will learn about the elements of art this term. They will particularly focus on the use of space in an artwork, as well as line, texture and colour. Students will also experiment with

the use of different art techniques such as 'paint blowing' (spreading paint by blowing through a straw)

as well as sand art and mixed media (using a variety of materials to create an artwork). Students will also touch on Asian culture and make a Japanese paper fan.

**Grade 5 and 6** will consolidate their understanding of art skills, by learning to blend colours to create a gradient. They will also learn about the artistic styles of realism and surrealism, and will explore the similarities and differences between these art styles, as well as create their own artworks. To expand their knowledge of design, students will complete a project where they design their own fidget spinner, taking into account common shapes and themes.

**Effie Karatenislis**  
**Visual Arts Teacher**

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

**Grade 3** students will explore 'Sustainable STEM', a unit focusing on the environment, waste management and sustainability via a series of problem-solving challenges. Projects include the 'Recycle It' Competition, building bird feeders, and creating Trash Puppets. They will be provided with opportunities to further develop their interpersonal skills by means of group work, and will use a variety of tools and materials to build their designs.

**Grade 4** students will investigate the science of sound, as they design and create their own musical instruments using predominantly recycled materials. This is a cross-curricular unit, where the creations will be then taken to Performing Arts and used to compose a piece of music. Following this, students will have the opportunity to design and build their own mini golf course. They must meet design requirements, determine the par of their specific course, design score cards and develop a theme. Students are encouraged to gain experience with a variety of materials and tools, evaluating their work in meaningful ways in order to improve outcomes.

**Grade 5** students will continue to build on their understanding of simple machines as they investigate Rube Goldberg, and design their own wacky contraption that is deliberately over-engineered to perform a simple task in a complicated fashion. Students will have opportunities to work with their peers as a means of further developing their interpersonal skills.

**Grade 6** students will be exploring various sources of energy. As part of this investigation, they will be challenged to design and create a working model of a paddle boat that floats and travels through a body of water. They will be refining their design thinking skills as they research, plan, create prototypes, test, analyze, and improve their designs. Other projects include making a solar cooker that can effectively melt chocolate, the results are sure to be delicious!

**Sarah Murphy,**  
**STEM Teacher**

