

GRADE 3: 1st June – 5th June

Notes for this week: We can't wait to see everyone next week!

P.E: Try this soccer training drill from Melbourne Victory:

<https://vimeo.com/420188721/0015f20cc5>

Art: Make a chatterbox and customise your colours and activities

<https://www.youtube.com/watch?v=cETo9tiedx4>

ART	PERFORMING ARTS	P.E.	STEM
Learning intention	Learning intention	Learning intention	Learning intention
We are learning about form (3D).	We are learning to choreograph a dance that is inspired by my favourite decade.	We are learning about all the events of Athletics.	We are learning: about Isaac Newton.
Success Criteria	Success Criteria	Success Criteria	Success Criteria
<p>I <u>can</u> identify the element of form.</p> <p>I <u>can</u> create a sculpture.</p>	<p>I <u>can</u> choose my favourite decade of dancing.</p> <p>I <u>can</u> choreograph and create a dance for my favourite decade of dance.</p> <p>I <u>can</u> be influenced by the dance moves of my favourite era.</p>	<p>I <u>can</u> throw a discus and shotput correctly.</p> <p>I <u>can</u> perform the high, long and triple jump using the correct technique.</p> <p>I <u>can</u> run using the correct technique across various distances.</p>	<p>I <u>can</u> list Newton's first 3 laws.</p> <p>I <u>can</u> explain these laws.</p> <p>I <u>can</u> perform a science activity.</p>
Task	Task	Task	Task
<p>Introduction: There are two types of form – implied and actual.</p> <p>Implied: Drawings, paintings and prints are all two-dimensional artworks. They are flat objects, yet artists use form to create the illusion of three-dimensional objects within these flat artworks.</p> <p>Actual/Real: This type of form is best described as a three-dimensional artwork. These artworks have length, width and height; in other words, they have 'mass'. Examples of these three-dimensional artworks include sculptures, installations, ceramics, mobiles and masks.</p> <p>Focus: Watch Video: https://www.youtube.com/watch?v=9DIPs3T2dQk Look at the artworks below. Can you identify which is actual and which is implied form? How do you know? Can you identify other art elements, e.g. line?</p>	<p>Introduction: Over the past few weeks we have seen the 'Evolution of Dance' from 1920-2020. It is now time to choose our favourite decade of dancing and be inspired by it. We need to create our own dance, and use popular dance moves from the decade we have chosen. Please follow the Slide Presentation to guide you through it: https://docs.google.com/presentation/d/1CkbrffcT_yKmjsrVIPm8o4pjuKKO-PRQRbxNWXgeJI/edit?usp=sharing</p> <p>Step 1: Choose your decade Watch this video: https://www.youtube.com/watch?v=uqHt2VeYJN4 Choose your favourite decade of dance!</p> <p>Step 2: Get inspired only choose one! <u>1920-1930</u> https://www.youtube.com/watch?v=psch9N4PmO4</p>	<p>Warm up: LETS GET SWEATY! Follow the exercises below! Put some music on to make it more enjoyable! Try get them all done before the song ends. If you finish them all do them again!</p>  <p>The poster features Iron Man at the top left. The title 'IRON MAN AVENGERS TRAINING' is in large, bold, red and yellow letters. Below the title are six numbered exercise cards: #1 Jog in place for 30 count, #2 Do 14 Lunges with alternating legs, #3 Crab walk for 20 count, #4 Do 15 V-Ups, #5 Do 10 diamond push-Ups, and #6 Do 20 Swimmer Strokes. At the bottom, there is a blue box with the text 'IF YOU FINISH BEFORE THE MUSIC ENDS, REPEAT THE SIX STEPS AGAIN!' and a small image of the Avengers team.</p>	<p>Discussion: Who was Isaac Newton? Isaac Newton held many titles; mathematician, astronomer, author; however, we'll be discussing his work from his physics studies.</p> <p>Newton's first three laws of motion are as follows:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">First Law</p> <p style="text-align: center;">Objects at rest remain at rest and objects in motion remain in motion in a straight line unless acted upon by an unbalanced force.</p> <p style="text-align: center;">Second Law</p> <p style="text-align: center;">Force equals mass times acceleration (or $f = ma$).</p> <p style="text-align: center;">Third Law</p> <p style="text-align: center;">For every action there is an equal and opposite reaction.</p> </div> <p>The first law can be described when you move forward in your seat when the car brakes. Your body is at rest, and it wants to remain at rest, even when the car decelerates.</p>



The music was very upbeat. They did fast movements with their feet including lots of kicks forwards, back and sometimes sideways. Their arms would also follow.



1940-1950

<https://www.youtube.com/watch?v=hFhw4-2BcEU>

They danced with partners. This was called 'Swing Dancing'. The music starts to change and becoming more 'rock and roll'. The dancing begins to change with the music.



1960-1970

<https://www.youtube.com/watch?v=B5Lmk1YCXFU>

<https://youtu.be/HS6JX-B1Rpw?t=23>

This was the time of the hippy and disco revolution. These heavily influenced the dancing. The staying alive move and rolling hands were very popular.

AND/OR

What would you rather version 9:

<https://www.youtube.com/watch?v=wCJY2wkktk8&t=9s>

Copy the exercise!

20 seconds of activity and 10 seconds of rest!

Don't give up!

Main Activity:

This week we are reflecting on the learning we have done over the past few weeks around the topic of Athletics.

Click the link below to complete the activities and the interactive questions!

<https://docs.google.com/presentation/d/17S0EL4A7DsP6wuJ-QVtoy9zvKZWbfGgyNKbxRtlw2Q/edit?usp=sharing>

Health:

Improve your healthy habits with this week's challenge:

<https://drive.google.com/file/d/10Ojx7GP1rhYCKEmWIGmAJLYwDAJ0z1oA/view?usp=sharing>

Fun active game at home:

Scavenger hunt fitness quest:

<https://www.youtube.com/watch?v=oxeesc1SqFk>

Tennis ball targets:

https://www.youtube.com/watch?v=1pvq_L4d8kQ

Homemade frisbee fling:

https://www.youtube.com/watch?v=k8o_WOKJnak

When propulsion engines are designed, the **second law** comes into play.

A rocket needs to reach a speed of 7.9 kilometres a second to break through the atmosphere and reach space.

Now that's fast! For this acceleration to be reached, the amount of propulsion (**force**) from the engines must be calculated perfectly.

The force from the engines must be equal to the size of the rocket (**mass**), multiplied by the **acceleration**.

That's some detailed maths!

The **third law** is in play around us all day.

In Literacy studies, you investigated cause and effect; this literary device perfectly sums up this law.

Push your accelerator down in the car, and it moves forward: push it down harder, and the car moves faster.

Activity: For this activity you need a small ball, and a larger ball. I'll be using a tennis ball and a soccer ball.

There are three things you need to do:

1- Stand up straight and hold the smaller ball against your chest.

Drop it without any force and watch how high it bounces back.

The ball drops slower than if you if you push it because of the **first law**.

The ball bounces back up because of the **third law**.

The distance the ball bounces is because of the **second law** (the faster a ball falls, the greater the bounce).

2 – Try the same thing with the larger ball.

Did you notice anything different?

Did the ball bounce higher/lower?

Explore: This week we are focussing on actual form and you will be creating a geometric shapes sculpture.

You will need:

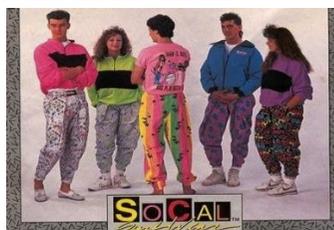
- Scissors
- Black texta
- Cardboard (cereal or biscuit box etc.)
- Paint, textas, pencils or crayons to decorate your shapes



1980-1990

https://www.youtube.com/watch?v=IRSePiyGq_Y

The 1980's was the beginning of hip hop dancing e.g. the Worm. Michael Jackson also created some pretty incredible dances like the Moonwalk.



2000-2010

<https://youtu.be/-Yuy4al-TbM>

These are some dance moves that you might know already. Spice girls – stop right now, whip nae nae, the floss.



Step 3: How to Choreograph?

Choose some dance moves from the decade that you have chosen. Listen to a song from the decade you have chosen and make the moves fit into the music. Make sure you listen to the beat of the music so you know how fast or slow you need to dance.

3 – Now here's the fun part. Balance the smaller ball **on top** of the larger ball and drop them both at the same time. What did you notice this time about the balls?

Video of me performing the activity:

<https://clickv.ie/w/CdFm>

The reason the smaller ball bounced higher when placed on top of the larger ball is because of a combination of Newton's first three laws of motion, as well as James Prescott Joule's discovery of energy transfer.

Below is a link to a clip discussing this:

<https://www.youtube.com/watch?v=F9IC3w8IAQ>

See if you can explain Newton's first three laws of motion to someone in your house.

Further investigating:

Try the same activity using different balls, do the results change if you put the larger ball on the top of the smaller one? What about if you use three balls?

Watch this demonstration video

<https://clickv.ie/w/YYjn>

- Flatten out your cardboard box/es.
- Using a texta or pencil, draw geometric shapes (square, triangle, hexagon, pentagon etc.) onto the cardboard.
- Decorate using paint, textas, pencils or crayons.
- Cut out your shapes and make slits (small cuts) on all sides of your shapes.
- Now it's time to build! Create any sculpture you desire by sliding shapes together using slits.

Challenge:

View the top 5 sculptures at the Tate Gallery.

Which one is your favourite?

Why do you like it?

If you are enjoying form you might like to create a mobile using primary colours and shapes like Alexander Calder (perhaps from a coat-hanger), a stack like Tony Cragg (using scrap materials, toys etc) or a circle or line like Richard Long (using natural materials).

<https://www.tate.org.uk/kids/explore/top-5/top-5-sculptures>

Challenge:

Choose a song from a different decade and try to make your dance fit. E.g. 1920 dance moves with a song from 2020. 2000 dance moves with a song from the 1950's