



# Term 4 Specialist Newsletter



# Visual Art



I trust all members of the GWPS community had a wonderful Spring holiday break, and our learners and families are looking forward to discovering all the learning opportunities in Visual Art for Term 4.

## Foundation

*Learning Intention:* To understand photography as a purposeful skill.

Learners will identify and describe the science and history of photography. They will then apply found materials onto light sensitive paper to create an abstract image. Finally, they will transfer this knowledge to produce an image that is a representation of their observations.

### Level 1

*LI:* To understand the qualities and purpose of watercolour painting.

Learners will identify and describe the qualities of watercolour paint, and the skills and techniques needed to achieve these qualities. They will then transfer their skills and knowledge to produce a series of watercolour fish.

### Level 2

*LI:* To understand the focus required for precision mark making.

Learners will apply a series of processes to produce a food dye bubble background. They will then use a felt tip pen to apply highly precise marks. Through visualisation, they will identify potential figurative images, and use their marks to emphasise these images.

### Level 3

*LI:* To identify the physical properties of clay, and develop skills and knowledge to sculpt clay. Learners will identify where clay comes from and its chemical properties. They will then experiment with manipulating clay to create structures. Once they have developed the required skills and knowledge base, learners will apply their design skills to manipulate clay to create a unique sculpture .

### Level 4

*LI:* To apply critical thinking using peer feedback when using design principles.

Learners will apply a series of processes to produce the structure of an abstract sculpture. They will then plan a design to paint over the sculpture, and apply their design to their sculpture using various strategies to ensure the application of paint is accurate.



### Level 5

*LI:* To work collaboratively to create physical and conceptual connections within designs. Learners will identify various 'machine' designs that would function well as a collaborative artwork. They will then work independently and collaboratively to draw their own machine that physically and conceptually links with their peers' artworks.

### Level 6

*LI:* To acquire deeper understanding of tone and texture. Through self and peer feedforward and feedback, learners will refine their 'photographic pencil' artworks to ensure their drawing's tone and texture precisely matches the photos' tone and texture.

### Advanced Art-Foundation

*LI:* To apply deep thinking in the construction of solid props suitable for an intended purpose.

Learners will construct props for the upcoming Prep Prom. They will develop designs surrounding the theme of 'Learning in Prep', transfer their designs onto cardboard, and then accurately paint their designs. Learners will then ensure their cardboard structure is structurally sound. Once completed, they will place their props within the Prep Prom space, identifying appropriate locations to maximise the visual effect.

*LI:* To transfer knowledge of two-dimensional drawing into mathematically correct three-dimensional drawing. Advanced Art learners will also partake in a series of three-dimensional drawing tasks aimed at transferring the learners' understanding of observational drawing from what they assume an object looks like, to drawing mathematically according to observed dimensions, angles, and lines of perspective. During this project, the learners will develop a knowledge and skill set in observational drawing.

### Artist in School

We are very pleased to announce that we have secured the services of renowned Melbourne Street Artist, Hayden Dewar, to work with all Year 3 to 6 students for the first three weeks of Term 4. During a two-hour session, each class will participate in the creation of an art project. For one hour, half the class will learn directly with our Artist in School and paint the main content of a mural featuring School Values of Integrity, Respect, Initiative and Global Empathy. Their classroom teacher will work with the other half of the class to contribute to the background of the mural. The background will consist of inspirational student quotes based on our School Values.

### After School Art Classes

New Star Art School are continuing their program throughout Term 4 . There are 2 classes, F-2 & Years 3-6.

**Where:** Art Room

**When:** Every Wednesday from 3:45-5:15.

For more information please contact Yaping on 0417 104 975 or

[yaping.jiang@gmail.com](mailto:yaping.jiang@gmail.com)

### Art Displays

Be sure to regularly look for new displays in the main corridor, or on display boards, around the school showing the students' fantastic learning!

# LANGUAGE (MANDARIN)

Welcome back to Term 4 we hope everyone enjoyed their holiday break! In Term 3, learners engaged in language acquisition associated with their Inquiry units of study, and the Mid- Autumn (Moon) Festival. In Term 4, students will further consolidate their Language skills and begin a new Inquiry-based unit of learning.



## Foundation

*Learning Intention (LI):* To understand body features in Chinese.

Learners will be focusing on the topic of Body, and will understand how to identify and list their body parts in Mandarin. By the end of the term, learners will then be able to teach and label their body parts in Mandarin. .

## Year 1

*LI:* To understand weather conditions in Chinese.

Learners will focus on "weather", and will be able to report about the various weather conditions in Chinese. Applying their skills, they will be able to articulate and report the different weather conditions daily.

## Year 2

*LI:* To understand the time in Chinese.

Learners this term will focus on vocabulary linked to 'time', and learning to place these words into sentences. They will then create a daily schedule with time.

## Year 3

*LI:* To understand Chinese language related to rooms and furniture.

Learners will explore the topic "Rooms and Furniture" by focusing on the names of furniture, and parts of a house in Chinese. They will also explore the language of talking about the materials that make furniture. Learners will then apply their knowledge to produce a project about rooms and furniture.

## Year 4

*LI:* To understand sports and leisure activity in Chinese culture and language.

Learners will focus on the topic 'Sport and Leisure activity' and study the names of various types of sport activities in Chinese. They will then acquire vocabulary to describe forces and motions used for sport activities. At the end of the unit, they will create a booklet about their favourite sport and leisure activities in Mandarin.

## Year 5

*LI:* To understand the language of communicating in a restaurant.

Learners will develop conversational skills by completing a role play about "In A Restaurant" in Mandarin, using modelled question to order food and create responses. As a reflection of their studies, learners will transfer their skills and use Dash robots as part of a role play.

## Year 6

*LI:* To understand the language of electronic devices in Chinese

Learners will focus on the inquiry unit 'It's Electrifying' and extend their knowledge of essential facts regarding this topic. They will be engaged in creating simple Chinese phrases and short sentences, and practicing their writing in characters. Learners will then apply sentence frames to build a brochure.





# Music



## Foundation

*Learning Intention - To identify crotchets and quavers.*

Prep learners will continue to consolidate one and two sounds by being introduced to crotchet (ta) and quavers (ti-ti) in a visual form and name. Learners will also continue to develop their beat and rhythm skills, while singing class songs to develop their pitch.

## Year 1 & 2

*Learning Intention – To understand bar lines.*

Learners will be introduced to bar lines, and move away from beat circles and applying bar lines to their music. They will also be analyzing different forms in music using binary, tertiary, and question and answer songs.

## Year 3

*Learning Intention – To transfer the hand stave to notes on the stave.*

Learners will go deeper into steps and skips and transfer their knowledge of the hand stave to ledger lines. Learners will be reading music and will be introduced to basic transposition.

## Year 4

*Learning Intention - Making connections between guitar and notes on the stave.*

Learners will be introduced to basic music notation through the order of the notes and where each note is on the guitar. They will then have to decode notation and apply it to guitar.

## Year 5 & 6

*Learning Intention – To reflect on your learning preference and learn melodies and chords on guitar.*

During Term 4, learners will be combining all the different ways they have learnt guitar to record and present their songs.

Students will be exposed to tab, notation, videos, YouTube and chord charts to learn their own songs and will decide whether to play solo, in a duo or an ensemble. Students will reflect on the way they learn and independently choose resources that best support their learning.



### **Band**

Tuesdays 8am

### **Senior Choir**

Friday Session 5

### **Junior Choir**

Fortnightly Monday  
Session 5

### **Drum Ensemble**

Monday Lunchtimes

### **VSSS Mass Choir**

Tuesday SMART 8

### **Advanced Music**

Year 5 and 6

# Physical Education

## Year Two

### Foundation

#### **Tennis**

**LI** – To understand the fundamental skills of tennis.

Learners will continue to develop their hand eye coordination and ball control through this unit. Each learner will also take home their very own tennis racquet at the end of the unit.

#### **Minor Games**

**LI** – To understand fundamental motor skills in team games.

Learners will participate in a wide range of tasks and games to assist them in being a good sport, helping their peers, co-operating and listening to and following rules.

## Year One

### **Skipping**

**LI** – To build autonomy in the coordination and rhythm of skipping.

Learners will practice a double bounce technique using a single rope. They will also be challenged to apply this to learn a variety of different jumping skills.

### **AFL Skills – Punt Kick**

**LI** - To learn the basic skills of AFL.

**LI** – To understand the technique required to successfully perform a punt kick.

Learners will work in small groups to develop their skills of handballing and kicking as well as continuing to develop their sportsmanship skills through team games.



### **AFL Skills – Punt Kick**

**LI** – To understand the technique required to successfully perform a punt kick.

**LI** - Transfer punt kicking skills to kick-to-kick with peers.

Learners will continue to build on their fundamental motor skills by building capacity to kick a variety of balls using a punt kick technique

### **Game Creation**

**LI** – To create a simple game using learned fundamental motor skills.

Learners build their understanding of what a game is by creating their own to share with the class

### **Overhand throw and catching**

**LI:** To work towards competent recall and execution in overhand throwing and catching for use in a variety of games and sports.

Learners will continue to refine and practice the crucial fundamental motor skills of throwing and catching, both in skill specific, and minor game situations to prepare them for more sport specific games and sports in year 3.

## Year Three

### **Sporting Schools Program**

**LI:** Develop racquet use and control through specific processes of skill acquisition and practice to play a game of badminton

Learners will experience a two week coaching session in conjunction with Badminton Victoria to develop skills and knowledge to play and score a game.

### **Essential Assessment**

**LI:** To develop a greater understanding of their physical capability in a variety of fundamental motor, fitness and movement skills.

Through varied activities, learners will work in a group to better understand correct technique and be able to give informed feedback and feedforward to peers through video analysis and basic skill rubrics.

### **Year Four and Five Sporting Schools Program Badminton**

**LI:** Develop racquet use and control through specific processes of skill acquisition and practice to play a game of badminton

### **Gymnastics**

**LI:** To build awareness of developing muscle strength and to build their capacity of movement sequences.

Throughout this unit learners will challenge themselves to try new skills and develop their muscle strength and balance. We will look at how we can create different movement sequences using skills such as cartwheels, dish sits, balancing, different jumps and safe landings.

### **Fitness and Strength Testing**

**LI-** To understand how activity levels influence elements of body function. Learners will assess strength, flexibility, speed and agility and learn to set goals to improve their health-related fitness.

### **Essential Assessment**

**LI-** To understand the assessment process related to their physical capability in a variety of activities

Learners will collaborate in groups to record performance on set skills for better understanding of correct technique and be able to give informed feedback and feedforward to peers through skill rubrics

### **Year Six Sporting Schools Program Badminton**

**LI:** Develop racquet skills and control through specific, graduated processes leading to specific skill acquisition and practice to play a game of badminton.

This unit personalises each student's learning by building on existing badminton skills for greater capacity to play a game in small groups uses correct game rules and protocols

### **Fitness and Strength testing**

**LI-** To understand how strength, fitness and movement capability influence health over their lifetime.

Learners will assess in groups utilising ICT to record performance, make judgments using statistics to gauge achievement levels, and learn to set goals to improve their health-related fitness.

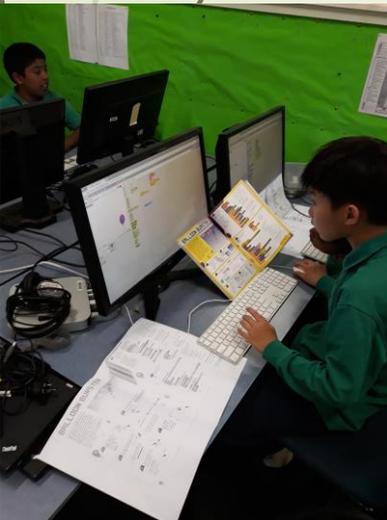
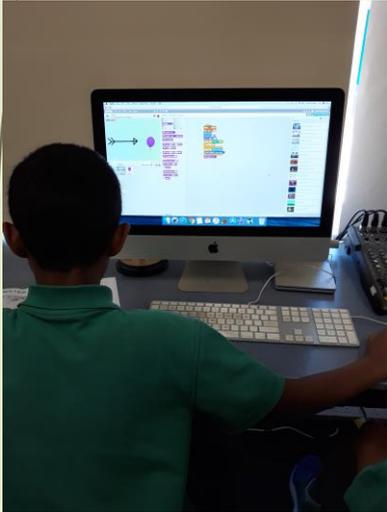
### **Essential Assessment**

**LI-** To understand practical assessment processes of fundamental motor and skill specific capabilities related to their physical capability in a variety of activities.

Learners work in groups to better understand correct technique and be able to give informed feedback and feedforward to peers through specific rubrics and video analysis.



# DIGITAL TECHNOLOGY & MULTIMEDIA



- **Graduation Movie Committee:** *Learning Intention – To create a celebration movie for Year 6 Graduation.* A dedicated group of Year 6 learners will aid in preparing for their Graduation Ceremony, taking on the task of planning, scripting, and recording footage for use in a 'Graduation Movie' - a celebration of their primary school journey to be shared with the entire school community.
- **Year 5 'App Design' Project:** *Learning Intention – To design and create an 'App for Good'.* As part of their classroom teaching and learning program, Year 5 learners will be undertaking an 'App Design Challenge' with a focus on understanding how to design and create effective user interfaces, and how to address a school, community, national, or international need. Additionally, they will gain valuable skills whilst creating a working demonstration of their app using various programming software.
- **Year 2 & 3 Podcasting:** *Learning Intention – To create engaging audio broadcasts.* Learners will build their knowledge of the 'ins-n-outs' of radio broadcasting, and build skills in researching, planning, scripting, recording, and editing a variety of podcasts linked to areas of interest and learning undertaken at school. They will have the opportunity to build an audience across the school, and broadcast their learning to the entire school community!
- **Year 2 & 3 GlenTV:** *Learning Intention – To create engaging audiovisual broadcasts.* Year 2 & 3 learners will understand how to be an effective TV Journalist; planning, scripting, recording, and editing school-based new stories to be broadcast to the entire school community. They will hone their skills in identifying what is newsworthy, the role that copyright and ethics play in TV production, and how to effectively film and edit footage.