

# Specialist Remote Learning Grade Two (Term 3 Week 7)

Date: Monday 31st August - Sunday 6th September

Please check Seesaw for the link to your specialist Webex Session and details about what to bring.

## ART

### Victorian Curriculum Components:

#### Explore and Express Ideas:

Look at an artwork and present a range of interpretations of the subject matter based on their ideas, experiences, observations and/or imagination. Exploring the use of visual conventions in artworks, for example, what colours were used, how, and why the colour is used that way.

#### Present and Perform:

Create and display artworks to express works to an audience e.g. combine individual or group artwork to create a story book.

### Learning Intention:

How can I combine gumnut characters, banksia man and gumleaves to create a unique gumnut illustration?  
What colours will I use in my illustration so it portrays the colours of the Australian native bush?

### Success Criteria:

- I can combine gumnut characters, banksia man and gumleaves create a unique gumnut illustration
- I can use colours that portray Australian native plants in a gumnut illustration

### Learning Task:

- 1) You should have some characters that you drew inspired by a gumnut, a drawing of a character inspired by banksia flowers or seeds and several different sized and coloured gum leaves.
- 2) Using these sketches, create your own gumnut illustration.
- 3) Use pencils or crayons to colour your picture. Think about the natural shades of colour in the Australian native bush.

JUST IN CASE YOU CAN'T FIND YOUR WORK FROM WEEKS 1-3 HERE ARE SOME PICTURES TO HELP YOU.

[May Gibbs Gumnut Babies.docx](#) [Banksia Men.docx](#) [Different types of eucalyptus leaves.docx](#)

- 4) Upload your illustration to the art folder on Seesaw so it can be included in a gumnut power point I will create for your grade.

### Reflection:

Which gumnut character was the most fun to draw? Students will discuss this during their Webex sessions.

### Webex Lessons:

Friday Sept 4.

2H at 1.45

2G at 2.15

## Music

### Victorian Curriculum Components:

Use imagination and experimentation to explore musical ideas using movement, instruments and body percussion.

### Learning Intention:

How can I make my own musical instrument?

### Success Criteria:

### Webex Lessons:

No lessons for Grade 2

- I can create a musical instrument with objects found in my home.
- I can keep the beat using that instrument (or another object) to the Dr Seuss Rap.

**Learning Task:**

1. WARM UP: Here is a song with some directional words and movements. [Get Up To Get Down](#) Don't forget to move in time with the music, on the beat.
2. REVISION: In our webex lessons, we attempted the body percussion to [Dance Monkey](#) Join in with the clapping, clicking, stamping and chest beating.
3. Go to Seesaw and find this week's music activity. There are instructions about how to create a musical instrument using objects found in your own home. This is something you can build with another family member. Your choices are
  - How to make a clarinet.
  - How to make a drum.
  - How to make a guitar.
  - How to make a kazoo.
  - How to make a pan pipe.
  - How to make a shaker.
4. **Post a photo of your new instrument on Seesaw.** Did you find a way to decorate it?
5. Use your new instrument or another object to keep the beat with this week's Dr Seuss Rap. It is called [Fox On Sox Rap](#) and is my favourite Dr Seuss book. Do you like it too?
6. DANCING: Learn another song from the Stomp Dance Company. Watch and try each step separately with the aid of the instructors and then put it all together with the complete dance routine. HAVE FUN! [STOMP: Uptown Funk](#)

**Reflection:**

How many different sounds can you make with your home-made instrument?

**Japanese**

**Victorian Curriculum Components:**

Translating: Translate words and familiar phrases used in everyday situations from Japanese into English and vice versa

**Learning Intention:**

How can I say thank you to my family?

**Success Criteria:**

- I can sing along to the Heart and Waterdrop Song (*haato to shizuku no uta*)
- I can clap 3 moras for the word はーと (*haato*)
- I can be resilient when having a go at folding origami, a traditional Japanese art form
- I can write a message to say thank you to someone in my family



**Learning Activity:**

**\*Note to families\* I understand that families have different ways of celebrating so please adapt the activity afterward, to your family's needs.**

**Webex Lessons:**

Please bring:

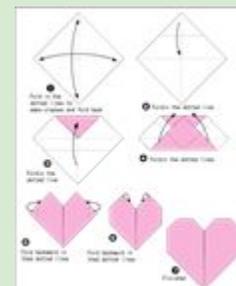
\*A square sheet of paper (or rectangular piece of paper if that's the only size available)

\*Coloured pencils

**Thursday 3<sup>rd</sup> September  
2H at 1:45 p.m.**

This week, we are celebrating Fathers' Day. We will do our activity together during our Webex lesson.

1. We will learn to sing the *haato to shizuku no uta* (Heart and Waterdrop Song) in Japanese, and clap some moras.
2. We will do some origami making: Origami is a traditional Japanese art of making things by folding a piece of paper. You will need a **square piece of paper**.
3. Extension: Have a go at saying 'thank you' to your family in Japanese.
- 4.



2G at 2:15 p.m.

Friday 4<sup>th</sup> September

2M at 1:45 p.m.

2N at 2:15 p.m.

#### Reflection:

Were you able to be resilient when folding origami? Remember that this can be a new experience, so it's okay if it doesn't work out. You may like to ask someone to do it together with you.

## Physical Education

#### Victorian Curriculum Components:

Identify rules and fair play when creating and participating in physical activities.

Development of locomotor and object control skills, participate in games demonstrating object control skills.

#### Learning intention

Why is the run up important in long jump?

#### Success criteria

- I know to stay connected with friends and family during remote learning.
- I understand the importance of Yulunga, Indigenous games.
- I know how to increase my distance in the long jump.

#### Learning activity

**1.) Warm-up- Kangaroo tiggly-** If there is someone in your family to play with, that would be great. If not, you can do kangaroo timed races. Everyone in the game has to jump around like a kangaroo. There is one tagger, who has to jump too. If you are tagged by the tagger, you have to do 10 star jumps to join back in the game.

2.) [Positive education week 2](#)

**3.) Yulunga Indigenous game-** Play the game of [Kangaroo](#). You don't need to fill in the worksheet for this lesson.

**4.) Forward jumping skills-** Working with Mum or Dad for this activity. They need to stand about 10m away from you. They will be holding up a certain amount of fingers and you are going to jump towards them and call out the number of fingers that they are holding up. They need to keep changing the fingers they are holding up and they can use both hands.

**5.) Long jump- Plastic Cup Long Jump:** You will need some plastic cups (20 plus) or something similar e.g. tins of food or bottles. Ensure you have enough space to line up cups side by side in a line, as you increase through your competition. Start with one cup. Using the technique of the long jump: run up, take off from your strongest leg, clear the cup and land on two

#### Webex sessions

Wednesday

2M- 1:45 2N- 2:15

feet in the motorbike landing position. When you clear one, more onto two cups, then three etc. Keep going until you can't jump over.

**Reflection-** Why is staying connected with family and friends important during remote learning? Did you make the Yulunga game of Kangaroo easier or harder in any way? What skills helped you get further in your long jump? Why is a run up important in long jump?