

# Specialist Remote Learning Grade Three (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:

Visual arts practices- manipulating and experimenting with a combination of various materials to create effects.

### Learning Intention:

Can I recognise primary and secondary colours in my home environment?

Do I know names of other colours and their relation to primary and secondary colours?

### Success Criteria:

- I can make a list of primary and secondary colours.
- I can find objects in my home environment that are primary and secondary colours.
- I can make a list of other colour names that relate to primary and secondary colours eg red - ruby; purple -violet

### Learning Task:

#### In your remote learning book

- 1) make a list primary and secondary colours
- 2) make a list of objects in your house that are a primary or secondary colour
- 3) make a list of other colour names you know and which colour they relate to

### Reflection:

What is your favourite colour? Write your answer in your remote learning book.

No webex classes in week 7

## Music

### Victorian Curriculum Components:

Practising writing traditional notation in music.

Use choreographic devices with dance sequences and practise body actions.

### Learning Intention:

How can I demonstrate my knowledge of writing notation?

How do I match the rhythm of a chant to a simple melody?

### Success Criteria:

- I can read the rhythmic sequence of the 2/4 time signature for 'Bees In The Beehive'. (Handout provided.)
- I can write a simple melody using C, E and G from the C major scale and complete the activity found on Seesaw.
- I can learn a sequence of dance steps and have some fun dancing to 'Chasing The Sun'.

### Learning Task:

- 1) Warm-up: Keep the 4/4 beat with this week's Dr Seuss Rap. It is called [Fox On Sox Rap](#) and is my favourite Dr Seuss

### Webex Lessons:

Thursday Sept 3

3D at 1.45

3B at 2.15

3C at 2.45

- book. This steady beat should prepare you for reading the rhythm on the handout 'Bees In The Beehive.'
- 2) Clap and say the rhythm of the NOTES written on the handout 'Bees In The Beehive.' Do this 4 times.
  - 3) Now clap and say the rhythm of the WORDS written on the handout 'Bees In The Beehive.' Do this 4 times.
  - 4) Using your paper copy, create your own melody by writing C, E and G notes on the music staff, which **EXACTLY MATCH THE RHYTHM OF THE WORDS/NOTES provided to you.**
  - 5) Use the E and G on the lines (as in Every Good Boy Deserves Fruit). You may use Low C, written underneath the lines, or you may use the High C (as in F.A.C.E. on the space.) You may use both if you like.
  - 6) REMEMBER: This simple melody will be something that you will be learning to play with your recorder once we are back at school. It is a good idea to FINISH ON the C NOTE at the end of the song, which matches the word "hard".
  - 7) Once you are happy with your paper and pencil copy, **write out your melody on the Seesaw activity, or take a photo of your work and upload it.**
  - 8) DANCE TIME: Learn each step separately with the aid of the instructors and then put it all together with the complete dance routine. Remember, you can stop the video at any time to revise any steps. [STOMP: Chasing The Sun](#)

**Reflection:**

How will you gain the confidence to perform the new melody that you have created using the recorder? Or any other 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 show appreciation and 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 be resilient when having a go at folding origami, a traditional Japanese art form
- I can say 'I like...' someone in my family

**Learning Task:**

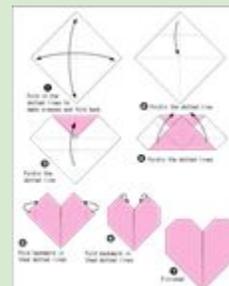
**\*Note to families\* I understand that families have different ways of celebrating so please adapt the activity afterward, to your family's needs.**

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.
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.

**Reflection:**

Were you able to be resilient when folding origami? Remember that this can be a new experience, so it's



**Webex Lessons:**

Please bring:

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

**Tuesday, 1<sup>st</sup> September**

**3D** at 1:45 p.m.

**3B** at 2:15 p.m.

**3C** at 2:45 p.m.

okay if it doesn't work out. You may like to ask someone to do it together with you.

## Digital Technologies

### Victorian Curriculum Components:

**Digital Systems:** Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data

**Elaboration:** Recognising that images and music can be transferred from a mobile device to a computer, for example using a cable to connect a camera and computer to upload images for a photo story.

**Data and Information:** Collect, access and present different types of data using simple software to create information and solve problems

**Elaboration:** improving the appearance and usability of data, for example using colour, headings and labelling of images to organise and accurately identify data.

**Learning Intention:** What is landscape and portrait photography?

### Success Criteria:

- I can investigate landscape and portrait photography.
- I can recognise the effect black and white photography can have.
- I can appreciate different camera angles.

### Learning Task:

- 1) This week is an enjoyment and reward task, for all of your hard work posting work each and every week.
- 2) You will be learning more about the American photographer Ansel Adams, who is famous for his black and white photographs of the environment (landscape) and of portraits.
- 3) Explore some of the pictures on the website and think about which ones are your favourite. You DO NOT need to post anything on Seesaw this week... just view and enjoy.
- 4) Website: <https://www.artsy.net/artist/ansel-adams>

**Reflection:** Do you prefer black and white or colour photography? why?

### Webex Lessons:

**There are no IRC Webex sessions this week.**

## Physical Education

### Victorian Curriculum Components:

Explore the benefits of physical activity and physical fitness to health and wellbeing.

Examine how success, challenge and failure strengthen personal identities.

Practise and apply movement concepts and strategies.

## Learning Intention

Why is it important to work on all components of fitness?

## Success Criteria

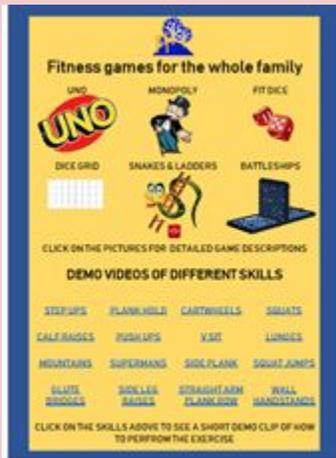
- I can use my growth mindset to master a dance, through Positive Education
- I understand the different components of fitness
- I can include my whole family in the fitness fun

## Learning Activity

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

2.) **Warm-up. Tabata.** For the following exercises complete a tabata workout- 20 seconds of work, 10 seconds of rest for 4 rounds. Plank, burpees, squats, high knees and lunges.

3.) **Fitness activities for the whole family.** Click on the picture to access this interactive fitness game resource. After having a go at these activities see if you can create a fitness version to another board game or activity that you have at home in the cupboard.



4.) **Finger spinner fitness-** Using a fidget spinner or something you can spin at home e.g. plastic bottle, spin and complete the exercise that the spinner lands on. If you use a fidget spinner, make sure you place a sticker on one of the points so you know which point is pointing at the exercise. [Click here](#) for the fidget spinner fitness document. Play your favourite song and don't stop until it finishes or put a timer on a device or watch for 10 minutes. Take your pulse before you start this exercise and then straight after.

5.) **Skipping-** Skipping tricks bank. Practice some [skipping tricks](#). Can you create any tricks of your own? Work on improving your top 5 tricks to share on Seesaw. It is optional to share your tricks on Seesaw.

6.) **Squat technique.** Done in weekly Webex session.

## Webex Lessons:

### Friday

1:30- 3D

2:00- 3B

2:30- 3C

**Reflection:** How does having a growth mindset help in sport? Which fitness components do you think these games worked on? Did your pulse rate change from before the exercise to after?