

Specialist Remote Learning Grade Four (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 ideas and artworks from different cultures and times as inspiration to create visual artworks

- researching artworks of different styles and artists from different times and cultures, to inspire their own expression of ideas, for example, in forms such as printmaking and drawing, and styles such as realism or expressionism

Learning Intention: How can I create a Howard Arkley style house painting?

Success Criteria:

- I have found two to four house images to use as inspiration
- I have created a draft sketch of what I want my house to look like.

Learning Activity:

Today we are going to find some pictures to base our Howard Arkley style house on. We will also begin to create a draft sketch. Some ideas for finding houses to base your picture on are:

- Take a photo of your own house. (If you have a printer you could even print it and pressure trace)
- Use Google Maps to find an image of a real house - perhaps one from your street
- Look on Google and find images of houses that you like

Remember you are not creating a realistic picture so you can use aspects of a few houses in your final design and of course, your imagination!

1. Find the houses you are going to use for inspiration
2. Begin a draft sketch of what you want your house to look like. (Remember this is not the good copy. Just a draft to help you when you create your final copy over the next two weeks.) **You do not need to finish your draft today if it takes too long but you need to make a start.**

You might like to include things like; a garage, a front fence, a car, shapes through the windows, clouds.

If you want to have another look at last weeks GoogleSlide for help [CLICK HERE](#)

Reflection:

What features do I need to include to make my work look like one of Howard Arkley's houses?

No WebEx

Music

Victorian Curriculum Components:

Practising writing traditional notation in music.

Use choreographic devices with dance sequences and practise body actions.

Learning Intention:

Webex Lessons:

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 4/4 time signature for 'Two Little Sausages'. (Handout provided.)
- I can write a simple melody using different notes 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 book. This steady beat should prepare you for reading the rhythm on the handout 'Two Little Sausages.'
- 2) Clap and say the rhythm of the NOTES written on the handout 'Two Little Sausages.' Do this 4 times.
- 3) Now clap and say the rhythm of the WORDS written on the handout 'Two Little Sausages.' Do this 4 times.
- 4) Using your paper copy, create your own melody by writing a mixture of notes from the C Major scale on the music staff, which **EXACTLY MATCH THE RHYTHM OF THE WORDS/NOTES provided to you.**
- 5) You may use any notes between Low C, (written on a ledger line underneath the 5 lines) up to the High C (as in F.A.C.E. on the space.) Do not write any notes above High C - use the range indicated on your handout. Don't forget to ADD THE BAR LINES to your melody, as indicated in the sample words provided.
- 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 with the C NOTE at the end of the song, which matches the word "bang!".
- 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?

Grade Day Time
Friday Sept 4
4G at 1.30
4H at 2.00
4K at 2.30

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 care and appreciation? (Learner profile: Caring)

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 write a message to say thank you to someone in my family

Learning Activity:



Webex Lessons:

Please bring:
*Square piece of paper (or any piece of paper)
*Any (re-useable) materials that you want to use for your card

Practise and refine fundamental movement skills in different indoor and outdoor settings.

Equipment and space- Some activities in this unit require a second or third player; see if you can get your family involved in the lessons. These lessons are best done outside, where there is more space. For these striking lessons if you have a tennis racquet and tennis ball, excellent. If not, see what you can use around the house as a safe striking implement, eg. Wooden spoon, block of wood, dustpan or anything else that can safely be used to strike a ball!

Learning Intention:

How can I improve the accuracy of my overhand striking?

Success Criteria:

- I can use my growth mindset to master a dance, through Positive Education.
- I know how to overhand strike with my hand and a striking implement.
- I can modify striking games to suit my area.

Learning Task:

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

2.) Warm-up. Roll Tennis (2-6 people) * Play on a bat tennis size with a line on floor dividing halves. 1-2 students per half with one ball. * One player begins by serving the ball (underarm roll) to their opponent/s in between the “net posts”. The other team must pick up the ball before their base line and roll the ball back. Rally continues until one student/team misses the ball (rolls over base line) or the ball is rolled outside the “net posts”.

3.) Overhand striking practice- Throw the ball up to yourself and try to strike the ball above your head with your hand. See how many you can strike out of 20 attempts. Repeat but this time, use your striking implement. To make it more challenging, you can do this into a wall and see if you can have a rally with yourself. If you have a partner, have a rally with them.

4.) Square Bouncer (2-3 people) * Play on a bat tennis size area with something on the centre line dividing the two halves. 1-2 people per half. * Use a volleyball or low bounce ball to underarm throw the ball so it bounces into the centre square/hoop and to the opposition. Catch the ball, take one step with it and pass it back. Rally continues until there are two bounces, a drop catch, or the ball doesn't bounce in the square/circle or land in the court.

5.) Up (2 people)

* 1 vs 1 in square area. * One person strikes/underarm throws the ball up to the start point. * You must strike the ball up with the palm/bat so it lands in a space inside the playing square, before their opponent hits it. Rally continues until someone misses the ball or one hits it out of the square.

6.) Tennis racquet challenges- Watch this video on some [different challenges](#).

Striking assessment- By the end of this unit you need to submit a video of yourself performing: 5 forehand strikes, 5 backhand strikes and a rally (to the wall or partner). Submit video on Seesaw.

Reflection: How can a growth mindset be applied in P.E? What makes overhand striking harder than forehand striking? Does changing the size of the ball make a difference to the way that you strike?

Webex Lessons:

Thursday

4G- 1:45 4H- 2:15 4K- 2:45