

Specialist Remote Learning Grade Five (Term 3 Week 7)

Date: Monday 31st August - Sunday 6th September

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

ART

Victorian Curriculum Components:

Explore visual arts practises as inspiration to create artworks that express different ideas and beliefs.

Learning Intention: What is assemblage?

Success Criteria:

- I have used random objects to create a face.
- I have tried to incorporate cubes, squares and rectangles.
- I can explain why this resembles cubism.

Learning Activity:

- 1) Look around your house and gather objects that you could use to create an image of a face. Try to include as many geometric shaped objects as possible to allow your work to resemble cubism.
 - 2) Arrange the objects to create a 'Picasso/cubism' style face. This type of artwork is called 'assemblage' because you are gathering items together and assembling them to look like something else. Think about layering objects on top of one another too.
 - 3) Your work should resemble a face but it is not meant to be realistic. Experiment by arranging and rearranging items until you are happy. You are not copying one of his paintings, simply making your own face by arranging random objects.
 - 4) When you are happy with your work, take a photo of it and upload it to the assignment I have set on Google Classrooms.
- [CLICK HERE](#) for some examples.

Reflection:

What is assemblage?

How does abstract differ from realism?

Webex Lessons:

5A Monday 1:45

5C Monday 2:15

5P Monday 2:45

Music

Victorian Curriculum Components:

Explain how the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different times. (Film scores.)
Explain how the elements of drama and production elements (film scores) communicate meaning.

Learning Intention:

Why do movies have a soundtrack?

How is music used to manipulate the viewer into feeling a particular emotion?

Success Criteria:

- I can recognise when music is meant to invoke different feelings such as scared, sad, happy, excited.

Webex Lessons:

No webex lessons this week.

❑ I can create a piece of film and select different soundtrack backings to suggest an emotional response.

Revision: How does music change the way we feel when watching a movie? Does it alter our emotional response to what we are viewing? How big an effect does music really have on film? Here are some further simple musical experiments for you to do by watching short video clips. Remember, the clips may be screened:

* without any music.

* with several different types of musical scores (accompaniment) that will create a different “feel” for the piece.

* with its original cinematic film score.

Learning Task:

1. Watch this excellent video. [The Power Of Music In Film](#) It explains how the audience can be manipulated into having different emotional responses as desired by the film makers.

2. This video [How Music Affects Mood In Film](#) is designed to assist young film-makers in their selection of music to use as backing tracks. It provides very good examples of how a film student needs to think carefully about the emotional impact or impression they are trying to create with the audience members.

3. The final video in this series is made by a young filmmaker. It is a short video with a variety of accompaniment made by a film student. (It is something that YOU could easily do.) He uses the same scene and then adds different kinds of music. (Very similar to the activities we have been completing in recent weeks.) [How Music Changes a Scene: Student Film](#)

4. Create your own student film with different music soundtracks. (Miss Vessiko assures me that you all have the skills to do this on a variety of different computer apps or programs.) Your original video footage needs only be 10 - 15 seconds in length.

5. Copy the same 15 seconds of film and then select different sorts of music to accompany it. You may collect and add your music from any source that you like. (Or maybe write it yourself?) Some options to consider are:

- Happy, cheerful, jolly, excited, fun
- Sad, thoughtful, unhappy, melancholic
- Scary, frightening, foreboding, tense, fearful, sudden surprises
- Calming, relaxing, meditative, reflective
- Excited, thrilling, heart pumping action
- Anything else that you want to use to create an emotional response from your audience.

6. **Post your finished film work on Google Classroom.**

7. Your videos may be viewed with each other in our webex meetings or possibly shared for the whole school during a whole school webex assembly. (Only with your permission, of course.)

Reflection:

Share your video with family members. What did they think? Did they “feel” the way you wanted them to? (Based on your musical selection for the soundtrack.)

Japanese

Victorian Curriculum Components:

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

Understanding systems of a language: Recognise the use of formulaic expressions and textual features in familiar texts such as emails, letters

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:

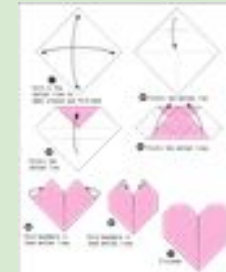
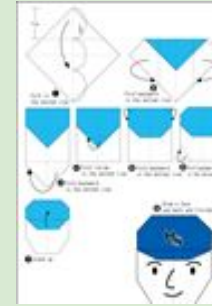
Note I understand that families have different ways of celebrating so please adapt the activity to your family's needs.

This week, we are celebrating Fathers' Day. You will be doing your activity independently and you are always welcome to do it with someone in your family. Please find the links on the LOTE Google Classroom: Classwork: Week 7

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**. Choose one (or more) to fold. Stick your origami on to your card that you are making. Write a thank you message following the conventions on writing a letter.
3. Extension: Have a go at saying 'thank you' to your family in Japanese.

Reflection:

Were you able to be resilient when folding origami? 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. What are some techniques that seem to work better when folding origami? (e.g. folding neatly, or crumpling up the paper?)



Webex Lessons:

There are no scheduled Webex lessons online for Japanese this week. Enjoy creating your thank you message :)

Digital Technologies

Victorian Curriculum Components:

Data and Information: Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols.

Elaboration: Using a range of communication tools to share ideas and information, for example participating in collaborative online environments.

Elaboration: Explaining that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics

Elaboration: Using a range of communication tools to share ideas and information

Creating Digital Solutions: Develop digital solutions as simple visual programs

Elaboration: Experimenting with different ways of instructing to make choices and repeat instructions, for example using 'IF' statements to allow for making choices and iterations (repeat instructions) until a goal is achieved

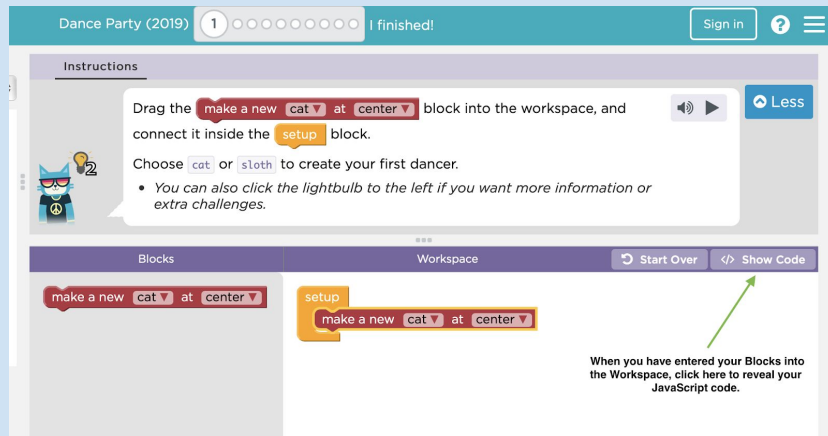
Learning Intention: What is block coding and how is it used?

Success Criteria:

- I can understand what block coding is and how it works
- I am able to enter the correct block code into the Workspace
- I can demonstrate my understanding of block code by completing The Hour of Code - Dance Party!
- I can select 'Show Code' in each level, to see the JavaScript code I am creating

Learning Activity:

- 1) Watch the introduction video at the start of The Hour of Code [Dance Party](#) and complete the program.
- 2) Complete the levels within the challenge - there are 10 levels altogether
- 3) After you have moved your Blocks into the Workspace, make sure you select 'Show Code' to see the JavaScript code you have created!



- 4) Have fun dancing!

Reflection: What did you find challenging about block coding? How did you overcome this?

**Webex Lessons:
Grade Day Time**

Tuesday 2nd September

5A: 1:45

5C: 2:15

5P: 2:45

Physical Education

Victorian Curriculum Components:

Combine the elements of effort, space, time, objects and people when performing movement sequences.
Perform movement sequences which link fundamental movement skills.

Identify and practise strategies to promote health, safety and wellbeing.

Learning intention

How can I add modifications to my fitness/yoga routine?

Success criteria

- I can use my growth mindset to master a dance, through Positive Education
- I know ways to make my routine flow
- I can plan ways to modify my session to make it easier

Learning activity

1.) Warm-up- [Yoga warm-up](#).

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

3.) Complete the following [Pilates](#) session.

4.) Yoga poses- You need to learn the following yoga poses this lesson (We will be going through these in the Webex session)



Puppy pose- Come on to all fours. Make sure your shoulders are above your wrists and your hips are above your knees. As you exhale, move your bottom halfway back toward your heels, drop your forehead to the floor or to a blanket and let your neck relax and breathe into your back, feeling the spine lengthen in both directions.

Downward dog- Hands should be shoulder distance apart, feet are hip distance apart, upper arms rotate out, neck and head continue along the same line as the spine, firm shoulder blades and broaden across the upper back and engage the lower belly by drawing the navel in towards the spine.

Lunge pose- This position is a holding position. Start with both feet together behind you and slowly bring your right left to between your hands, keeping your palms flat on the ground.

5.) **Yoga/fitness routine planning-** Plan the middle section of your instructional routine. Decide if you are doing a Yin or Vinyasa yoga instructional video if you are doing yoga. If you are doing a fitness instructional video, plan which muscles you will be working. Work out how you are going to add in ways to make the movements harder or easier for people watching.

Reflection: What are some differences between Pilates and yoga? Why is modifying your yoga session so important? How would someone with a sore knee be able to do downward dog? Why are modifications important in an instructional video?

No Webex lessons this week