

# Specialist Remote Learning Grade Six (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 practices as inspiration to create artworks that express different ideas and beliefs.

- Exploring how artists select and manipulate materials and techniques and use these in their own art making.

**Learning Intention:** How can we recreate a masterpiece?

### Success Criteria:

- I can explain how people recreate masterpieces.
- I have researched some famous artists.
- I have saved three pictures of famous art works I could recreate.

### Learning Activity:

Your task today is to save three pictures of famous art works you could potentially choose to recreate over the next two weeks. We will watch this video during our WebEx but if you would like to watch it again here is the link: [Some Excellent Examples](#)

You might not want to recreate a picture of a person. You might prefer to choose a painting of scenery.

You can use your parents, siblings, pets and random items from around your house to recreate your masterpiece. We will also discuss the possibility of recreating your masterpiece digitally.

The most important thing is that you are having fun!

[CLICK HERE](#) for some more examples

[CLICK HERE](#) for some examples of famous paintings. You do not need to choose from this list. You are more than welcome to come up with your own! [CLICK HERE](#) for some artists to research if you wish to choose your own. **Choose your three pictures and save the image, the title and the name of the artist.**

### Reflection:

What are some of the ways people have chosen to recreate masterpieces?

How are they different from the originals?

**Webex Lessons:  
Grade Day Time**

**6D - Tuesday 1:45**

**6M - Tuesday 2:15**

**6S - Tuesday 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?

**Webex Lessons:**

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.
- 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.)

**Monday August 31**

**6D at 1.45**

**6M at 2.15**

**6S at 2.45**

## 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:

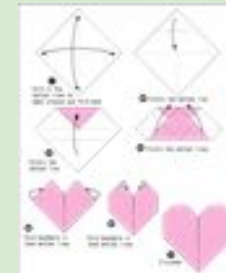
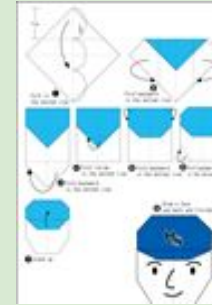
**\*Note\* I understand that families have different ways of celebrating so please adapt the activity to your family's needs.**

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.

**Creating Digital Solutions:** Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching and iteration.

**Elaboration:** Designing the user interface of a solution using different design tools.

<p><b>Learning Intention:</b> I can demonstrate my understanding of mapping, by providing instructions for others.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can explain to others how to use ‘Google My Maps’.</li> <li><input type="checkbox"/> I can use technology to create a tutorial.</li> </ul> <p><b>Learning Activity:</b></p> <p>1) Create your own tutorial or written instructions. (Be careful with privacy, if you choose to film yourself, only submit this through ‘Classwork’ in Google Classroom, NOT on the ‘Stream’ page.)</p> <p>You could record your voice, or write/type a list of instructions to teach someone else how to use <i>Google My Maps</i>. Suggested tutorial software would be Google Slides, Google Docs, iMove, Windows Movie Maker or record your voice and connect this to an image.</p> <p>(If you can’t create a digital tutorial, please write or type written instructions and share these).</p> <p><b>Reflection:</b> When teaching others a new skill, do you prefer creating an online tutorial or teaching people ‘face to face’? Why?</p>	<p><b>Webex Lessons:</b></p> <p><b>IRC - Wednesday 2nd September</b>  <b>6D</b> 1:45pm  <b>6M</b> 2:15 pm  <b>6S</b> 2:45pm</p>
---	---

### 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.

<p><b>Learning intention</b>  How can I add modifications to my fitness/yoga routine?</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can use my growth mindset to master a dance, through Positive Education</li> <li><input type="checkbox"/> I know ways to make my routine flow</li> <li><input type="checkbox"/> I can plan ways to modify my session to make it easier</li> </ul> <p><b>Learning activity</b></p>	<p><b>No Webex lessons this week</b></p>
--	--

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?