

Specialist Remote Learning Grade Two (Term 3 Week 8)

Date: Monday 7th September - Sunday 13th September

Please check Seesaw/Google Classrooms 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 powerpoint slide show.

Learning Intention:

Can I reflect on how my artwork inspired by the May Gibbs Gumnut illustrations, incorporates Australian flora?

Can I articulate how my artwork inspired by the May Gibbs Gumnut illustrations incorporates Australian flora?

Can I use Australian flora images to create and play a game of tic tac toe?

Success Criteria:

- I have reflected on how my art work and the art work of others' has been inspired by Australian flora
- I have articulated how my art work and the art work of others' has been inspired by Australian flora
- I can use Australian flora images to create and play a game of tic tac toe

Learning Task:

- 1) Watch your grades' powerpoint titled 'Gumnut Babies'
- 2) Discuss the similarities and differences of each slide with your grade.
- 3) Decide if your artwork, inspired by the May Gibbs Gumnut illustrations, incorporates Australian flora.
- 4) Share your thoughts if you think that your artwork, inspired by the May Gibbs Gumnut illustrations, incorporates Australian flora.
- 5) Draw up a TIC TAC TOE grid. Using the rules of TIC TAC TOE, teacher (player 1) uses a gumnut, student (player 2) uses a gum leaf.

NOTE 2H and 2G will have completed all the above during their Webex lesson in week 7 Friday 4th Sept.

Reflection:

Can you play the game of TIC TAC TOE using a gumnut and gum leaf with someone else at home?

Webex Lessons: Grade Day Time

Wednesday Sept 9

2M at 1.45

2N at 2.15

Music

Victorian Curriculum Components:

Exploring contrasting tone colours on the same instrument.

Learning Intention:

What are some different sounds that I can make with my home-made instrument?

What shapes can I create to represent those different sounds?

Success Criteria:

- I have experimented with ways to make different sounds.
- I have drawn 3 images to show 3 ways to play my instrument or object.
- I have submitted my '3 Ways To Play....' task on Seesaw.

Learning Task:

1. Look at the paper handout '3 Ways To Play A Tambourine' found in your remote learning pack. There is also a blank template there for you to use with a new instrument of your choice or making.
2. Watch the Loom video on Seesaw. I have provided a demonstration with the tambourine and another picture demonstration of the home-made lagerphone.
3. Collect your home-made instrument that you made last week, OR find a real instrument in your house or some other object that can produce a variety of different sounds.
4. Experiment with ways to produce THREE different sounds. Have a think about how you can show those sounds by drawing a shape, symbol or simple picture.
5. Open the template on Seesaw and complete it by providing the instrument name, a drawing or photo of it and THREE different symbols or images to show THREE different ways of making sounds on it.
6. Upload a video of you playing your 3 sounds on the instrument and your sound shape drawings on Seesaw.
7. Use your new instrument or another object to keep the beat with this week's Dr Seuss Rap. It is called [Oh, The Things You Can Think](#)
8. 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! [Zero To Hero](#)

Reflection:

How were the three sounds you made with your home-made instrument different or similar to each other?

Webex Lessons:

Monday Sept 7
2M at 1.45
2N at 2.15

Tuesday Sept 8
2H at 1.45
2G at 2.15

Japanese

Victorian Curriculum Components:Understanding the Systems of a Language

Recognising the concept of the basic unit of sound in Japanese ('mora': モーラ or 拍(はく)), for example, いいえ has three moras

Understanding that the independent nasal sound 'n' (ん) has a mora of its own, for example, こんにちは

Understanding that when pronouncing Japanese it is important to keep the length of each mora even

Learning Intention:

How can I show the smallest unit of sound in Japanese language?

Success Criteria:

- I can tap the beat of each hiragana to demonstrate the mora (the smallest unit of

わりばしで、たたくれんしゅうをしましょう。
Let's practice the drum beats with waribashi.

Webex Lessons:

There are no Japanese lessons on Webex this

Japanese sound)

- I can choose up to 4 words and say them in Japanese
- I can use my chosen words to make a short song

Learning Activity:

Make your own mora song!

We have spent the last few weeks learning different words and tapping the beats. Each beat shows the smallest unit of Japanese sound. This is called the 'mora'. It is like a syllable in English. We are going to choose our favourite words and tap the beats and make our very own mora song. Your activity is found on Seesaw Week 8 and 9: Year 2

Japanese.

1. Have a listen to the example and then practice the words with Sensei in the video.
2. Choose 1-4 words for your song. Every time you say the word, make sure to clap/step/tap each hiragana to show the mora.
3. Record yourself singing your mora song.

Challenge ideas:

You might like to ask a family member to sing the song with you.

You might like to sing it at our Webex lesson next week and we will sing with you.

Reflection:

Were you able to clap the beat for every hiragana to show the mora (smallest unit of Japanese sound)?



week. Enjoy your activity :)

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

Trial different ways to run, jump, leap and skip – which are more successful?

Learning intention

Why do we skip, hop and jump in triple jump?

Success criteria

- I can list three good things that happened this week, through Positive Education
- I know what games Diyari Koolchi is similar to
- I know how to do triple jump

Webex Lessons:

Monday

2H- 1:45

2G- 2:15

I can pace myself in middle distance running

Learning activity

1.) Warm-up-

* Jog on spot for 1 min * 30 sec stretch * 10 leap frogs * 10 walking lunges * 15 squat kicks
* 25 mountain climbers * 15 skips on spot * 15 your choice

2.) [Positive education week 3](#)

3.) Yulunga Indigenous game- Diyari Koolchi **Fill out the worksheet and submit on Seesaw.**

4.) Triple jump technique- Watch this video if you miss the session on [triple jump](#). Practice your triple jump in your backyard, front yard, driveway or hallway. **(We will be going through triple jump in your Webex session)**

5.) Middle Distance Running Challenge: You will need to find a suitable space e.g. park, oval, footpath that meets the distance you are required to run for your age group. You will need to measure out your relevant distance using a smart watch, google earth or a bike computer. To find out more information about the set up for this activity click here for the [SSV Virtual Cross Country Challenge](#). Record your score on the event website above and try and beat your time.

Reflection- Why is thinking positive so important? What skills did you use to aim in Diyari Koolchi? Why is it important to look forward when jumping forward? What does pacing mean in middle and long distance running?