

Specialist Remote Learning Grade Four (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 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

You have two weeks to complete this activity!

Learning Intention: How do I create a Howard Arkley style house picture?

Success Criteria:

- I have created a house picture using a ruler and greylead
- I have used the house tips to create either a 2D or 3D picture

Learning Activity:

Over the next two weeks you will be creating a good copy of your Howard Arkley house. If you need some help [CLICK HERE](#) for some tips about how to draw a house. There is a 2D example, a 3D example and a link to a clip about two point perspective.

Just choose the one that suits your drawing ability.

-Remember to use a greylead

- Remember to use a ruler

- Try to get your greylead outline finished this week.

Reflection:

How is my picture like Howard Arkley's house pictures?

Webex Lessons:

4G - 1:45 Monday

4H - 2:15 Monday

4K - 2:45 Monday

Music

Victorian Curriculum Components:

Identify features of the music they listen to and discuss the purposes it was created for.

Learning Intention:

How will I evaluate a piece of music (or song) and share my ideas about it?

Success Criteria:

- I have completed the Junior Listening Diary and submitted it on Seesaw.

Revision:

1. You will need to open up Seesaw to access the two written examples I have provided for you.
2. Listen to [Hall Of The Mountain King](#) and read the matching Listening Diary example I have prepared for this classical piece.
3. Listen to [The Banana Splits Theme](#) and read the matching Listening Diary example I have prepared for this old pop song.

Webex Lessons:

No webex lessons this week.

Learning Task:

1. Select any piece of music, preferably a favourite song of yours. It can be from any musical style that you choose.
2. Read the paper copy of the Junior Listening Diary from your home learning packs so that you are aware of what sort of things to write about.
3. Listen carefully to your piece of music and then jot down your ideas on the Listening Diary.
4. Listen to your piece of music AGAIN and then write out full sentences to answer the questions on the sheet.
5. **Open up the template on Seesaw and type in your full sentence responses.** Pretend that you are writing a review for a music website and you are recommending this terrific piece of music to other students in MPS.

Reflection:

Did you recommend an 'old favourite' or something new that you have recently discovered? How did the Listening Diary change the way you were listening to the music?

Japanese

Victorian Curriculum Components:

Understanding the Role of Language and Culture: Understand that the ways people use language reflect where and how they live and what is important to them

Understanding the Systems of a Language: Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji

Note You have 2 weeks for this activity

Learning Intention:

How can I share my understanding of another culture?

Success Criteria:

- I can create a video to show an example of something that is もったいない (*mottainai*) and how to re-use it
- I can use at least 2 Japanese words in my video (もったいない and つくって *tsukutte*)

Learning Activity:

We have been exploring what もったいない (*mottainai*) means and how we can re-use items to make new things.

To demonstrate our cultural understanding, will make a video showing something that is a little もったいない (*mottainai*) and then showing how we could re-use it to make it not もったいない (*mottainai*).

1. *Tatte kudasai* and sing along to the もったいない の うた (*Mottainai No Uta*) The Mottainai Song. Look carefully at the examples that the song shows you about things that are wasteful もったいない (*mottainai*), and how we can adjust our actions to make it not wasteful.
2. Have a look at Sensei's example video about our activity.
3. Now it's your turn to look around the house. What is something もったいない (*mottainai*) and how could you re-use it so it isn't もったいない (*mottainai*) anymore? (Use the song and Mottainai Grandma story for any examples that you might like to use).
4. Make sure you use your Japanese words to explain that it is もったいない (*mottainai*) and that you could make

Webex Lessons:

There are no Japanese lessons on WebEx this week. Looking forward to seeing your videos and ideas.

something out of it (つくって *tsukutte*), or other Japanese words in the video.

5. You have two weeks to create your video. You may like to ask your siblings or other family members to be part of your video.

Reflection:

Were you able to be creative or mindful of the environment to demonstrate being not もったいない (*mottainai*)?

Digital Technologies

Victorian Curriculum Components:

Data and Information: Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols

Elaboration: Making ethical decisions when faced with reporting inappropriate online behaviour or acknowledging digital products created by others, for example making a decision based on how individuals would like to be treated by others

Learning Intention: How can I be safe online?

Success Criteria:

- I know how to respect everyone online.
- I know that I need to tell my parents or my teacher, about online behaviour that upsets me.
- I can identify unsafe behaviour online.
- I can complete the discussion points on Seesaw.

Learning Activity:

- 1) On your IRC Seesaw page, see the 4 discussion points. Choose a parent or older brother or sister to talk to about these.
- 2) In the 'chat' section, come up with your own discussion point or question.

Reflection: 'If I see something online, what should I do?' Write your answer in your Home Learning book.

Webex Lessons:

Tuesday 8th September

4G: 1:45

4H: 2:15

4K: 2:45

Physical Education

Victorian Curriculum Components:

Practise and apply movement concepts and strategies.

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 have an effective backhand strike?

Success Criteria:

- I can track my sleep, through Positive Education.
- I know the key differences between forehand and backhand striking.
- I can create towers for Angry Birds.

Learning activity

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

2.) **Skill- Backhand-** Watch this video on the [backhand strike](#). You may want to use two hands for the backhand strike but you can also use one.

3.) **Backhand practise- Back to back-** pairs stand back to back. On 'go' partner 1 passes with their backhand to partner 2 who collects with 2 hands. One point each time the ball is caught. Throw the ball to make it harder.

4.) **Down Ball-** When playing down ball, you need to strike the ball with the palm of your hand. If you need some ideas of what Down Ball could look like, watch the following videos. * [Video 1](#) * [Video 2](#). Create a version of Down Ball you could play at home by yourself or against someone in your family. You will need a ball which can bounce to play this game.

Playing area – Find an open space to play in. Do you need lines on the floor for a boundary? Will you allow the ball to be played off walls (hitting the ball against a wall is a good start if you are playing by yourself – this means it can rebound back to you)? Can you make the “court” larger or smaller? How will you start to play? How will you score points? How many bounces can the ball have before you hit it next?

5.) **Angry birds striking**



* Find 5 things you can use to make a tower of 'angry birds' – use toys, pillows, plastic cups, plastic bottles – anything you are allowed to knock over.

* Move about 5 steps away from your tower – drop the ball from your non-striking hand, and with your striking hand hit it towards your tower. See how many hits you need to knock all the items over.

** Challenges – bring in more objects to make your tower bigger/taller, take an extra step back each time you hit the tower, try using your tee and bat to hit off. **Take a photo of your best tower and post to Seesaw**

Reflection: Why is sleep important to physical activity? How should your hand make contact with the ball to hit a strong shot? Once you have hit the ball, where on your court will you move to? How did you change your strike when you were having trouble knocking your tower over?

No Webex lessons this week

Don't forget to submit your striking assessment video onto Seesaw.