

Specialist Remote Learning Grade Five (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 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:

Following on from last week's activity this week you will be creating another assemblage face. If you didn't get a chance to complete last week's lesson then have a go now! The difference is that this week you can add another step. You can use coloured paper, cardboard or newspaper to add another layer to your design.

- 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) Using cardboard, paper, magazines or junk mail, create more details to your picture.
- 4) When you are happy with your work, take a photo of it and upload it to last week's assignment I have set on Google Classrooms.

[CLICK HERE](#) for some examples.

Reflection:

What did you like about your assemblage?
What would you improve next time?

No Webex meeting

Music

Victorian Curriculum Components:

Explore social and cultural contexts of music considering how composers and performers communicate ideas and concepts through music.

Learning Intention:

How are some ideas (such as social issues) communicated through song?

Success Criteria:

Webex Lessons:

Friday Sept 11
5A at 1.30
5C at 2.00

- I can analyse song lyrics and identify the issue the performer is intending to communicate.
- I can complete my Protest Song Analysis Table and submit through Google Classroom.
- I can recognise their point of view and draw my own conclusions as to whether I agree or disagree.

5P at 2.30

Learning Task:

REVISION: Over the past six weeks, you were provided with 37 different songs, all of which were composed to express ideas about a social issue or concern. Some examples were: an anti-war sentiment, civil rights and equality for everyone, pollution of the earth's resources and pleas for the world to live in peace and harmony. These were given under the topic of 'Protest Songs' as a way of recognising that the singer/band wanted to draw attention to something that they considered was unjust in their particular time and place.

1. Revise the list and check that you have listened to MOST of those songs and made a note of it in your remote learning books. (Examples were provided to you about how to go about this.)
2. If your list of completed songs is LESS than 20, then you need to complete another six songs this week. Look up the songs on you-tube (or any other means) and identify the social issue being sung about. Support your view by providing examples of the lyrics.
3. All students are to post photos of your Protest Song Table (Analysis) on Google Classroom.
4. Have your information with you when attending the next webex lesson. As a class, we will go through the list of 37 songs and pose suggestions about the issue we believe the singer was expressing to the listener.
5. All students will be expected to contribute to the discussion and share their results.

Future Task: STUDENT SELECTION: Each student is to select a song of your own choice, that deals with an issue that you support or think is an idea/concept/protest/concern that is worth sharing with other listeners. DO NOT USE ONE OF THE 37 SONGS THAT HAVE BEEN PROVIDED TO YOU. This is your opportunity to 'have your say' about something through the medium of music. You have free choice to select anything you like; use of inappropriate language is not acceptable. There is a template in your home learning packs to use or a template will be posted on Google Classwork. You have two weeks to find and share a song that you think is worthy.

Reflection:

Which of the 37 songs raised a new awareness of an issue for you? How was your opinion altered by the lyrics?

Japanese

Victorian Curriculum Components:

Understanding the Systems of a Language: Reading and writing all *hiragana* (including voiced, combined and long vowel sounds and double consonants) using the *kana* chart

Reflecting: Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms

Learning Intention:

How do symbols represent groups and families?

Success Criteria:

- I can create my own family crest to represent me and my family

Webex Lessons:

Wednesday, 9th September
 5A 1:45 p.m.
 5C 2:15 p.m.

- I can explain what symbols I have chosen and what they represent

Learning Activity:

Activity 1: Hiragana warm up

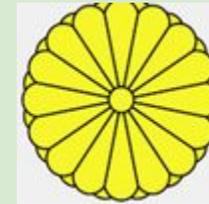
1. Bring the **どの ひらがな (1)** sheet and some coloured pencils to participate in a hiragana warm up

Activity 2: Family Crests

You have two weeks to create your own family symbol/crest with the imperial year when you were born.

We will begin this activity during our Webex lesson this week, and materials can be found on the LOTE Google Classroom-- Week 8: Year 5 Japanese-- Family Crests.

1. Take a look at the examples of family crests and what they mean.
2. Fill in your thinking plan to think of values and experiences that are part of your family, and what symbols could be used to represent them.
3. Share some of your ideas with the class.
4. **Post your published crest on the Assignment (this can be posted during week 8 or 9).**



5P 2:45 p.m.

Please bring:

- *Japanese learning pack
- *Grey lead pencil
- *Coloured pencils
- *Home learning book

The link will be posted on the LOTE Google Classroom page

Reflection:

Did you notice any connections between you and a Japanese family crest?

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: Demonstrate my understanding and knowledge of coding.

Success Criteria:

- I can demonstrate by understanding of block coding
- I am able to name and explain some different types of code
- I can demonstrate my understanding by completing the Google Classroom 'Coding Quiz'.

Webex Lessons:

There are no scheduled Webex sessions this week.

Learning Activity:

- 1) On your grade's IRC Google Classroom page, complete the Coding Quiz. This can be found in 'Classwork' and will be completed in a Google 'Form'.

Reflection: What is on goal you would like to set for yourself, regarding coding?

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 does an online presenter for an exercise class engage the audience?

Success criteria

- I can use my growth mindset to master a dance, through Positive Education.
- I can think of ways to keep an audience engaged.
- I can hold tree pose for 2 minutes.
- I can complete my yoga/fitness tutorial video and submit through Google classrooms.

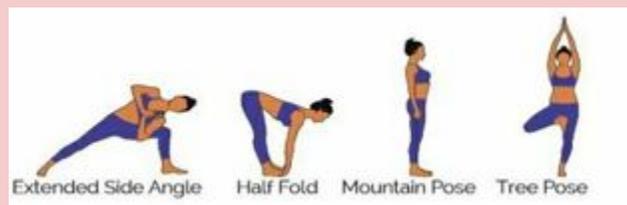
Learning activity

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

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

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

4.) Yoga poses



Extended side angle- Try to create as much length along the right side of your torso as you do along the left. As you continue

Webex Lessons:

Thursday

5A- 1:45 5C- 2:15 5P- 2:45

to ground your left heel to the floor, exhale and lay the right side of your torso down onto (or bring it as close as possible to) the top of the right thigh.

Half fold- Keep your legs as straight as possible, exhale and let your body drop partly down to the ground, make sure your back is straight and keep your eyes looking forward. You exhale as you come down to the ground.

Mountain pose- Chest up, feet together, legs straight and looking forward. Try and find a calmness in this pose.

Tree pose- Distribute your weight evenly across both feet, grounding down equally through your inner ankles, outer ankles, big toes, and baby toes. Shift your weight to your left foot. Bend your right knee, then reach down and clasp your right inner ankle.

5.) Yoga/fitness video routine planning- Create a conclusion for your yoga/fitness routine plan. Learn your script before you start filming so you are confident.

Film your video and submit through Google classrooms.

Reflection- How is the Zumba introduction different? How different do you think the Zumba instructional video would be if he was frowning? How long could you hold a tree pose for? What makes holding it hard? What muscles could you feel working in an extended side angle?