

# Specialist Remote Learning Grade Six (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 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.

### You have two weeks to complete this lesson

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

#### Success Criteria:

- I have chosen the art work I am going to recreate
- I have chosen how I am going to recreate my masterpiece
- I have begun my final piece

#### Learning Activity:

Today you are starting your masterpiece recreation. You can choose from three different methods:

- 1) Use people, props and costumes
- 2) Recreate and modernise digitally
- 3) Draw, colour or paint

As discussed last week, our focus will be on recreating a masterpiece using props, costumes and people but I do understand this might not be for everyone, so you can choose one of the other methods if you prefer.

Today you need to start your recreation. I will be asking you to bring what you have done to next week's Webex meeting. Here are the links from last week's lesson if you need them:

[Some Excellent Examples](#)

[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.

No Webex

## 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:

- I can analyse song lyrics and identify the issue the performer is intending to communicate.

Webex Lessons:  
Grade Day Time

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.

**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  
Role of language and cultural use: Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication

**Learning Intention:**

How did mythology help traditional societies to understand Earth's place in space?  
How can I learn the script of a language?

**Success Criteria:**

I can use my listening skills to practice the Japanese vocabulary

**Webex Lessons:**

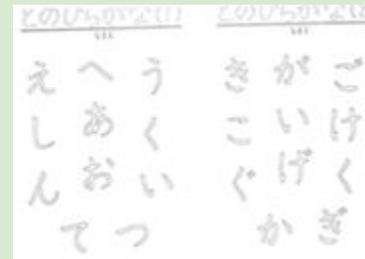
Thursday, 10<sup>th</sup> September  
6D 1:45 p.m.  
6M 2:15 p.m.  
6S 2:45 p.m.

- ❑ I can use my communication skills and use my creativity to retell a story
- ❑ I can use at least 4 Japanese words in my myth story
- ❑ I can use Japanese word order (object- verb) to say '... was made' in Japanese (... o tsu ku ri ma shi ta)

**Learning Activity:**

Activity 1: Hiragana warm up

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



Activity 2: Myth Story Retelling

You will have two weeks to create your myth story retelling. The materials can be found in your LOTE Google Classroom page, under Classwork—Week 8 and 9: Year 6 Japanese Myth Story.

We will begin this during our Webex lesson this week.

1. Watch Sensei's video and practice the myth vocabulary. Draw pictures in your word bank (word bank is an attachment).
2. Using your notes from the earlier weeks, retell your choice of myth story (1. Japanese creation myth; 2. Ainu Creation story 1; 3. Ainu Creation Story 2). You can choose to create a picture book on paper, make a slide show, or a video. Have a look at Sensei's example.
3. You must include at least 4 Japanese words from our word bank in your story.
4. **Post your published story on the Assignment (this can be posted during week 8 or 9).**

Word bank: Myth play

かみさま	
くも	
そら	
うみ	
しま	
日	
月	
_____ を	
つくりました。	

**Reflection:**

Were you able to use 4 Japanese words and use the correct word order when using '... was made' (... o tsu ku ri ma shi ta)?

Please bring:

- \*Japanese learning pack
- \*Coloured pencils
- \*Home learning book

Link will be posted on the LOTE Google Classroom page

## 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.

**Exhibition Link**

**Learning Intention:** What is Google Earth and how do I use it?

**Webex Lessons:**

**There are no scheduled Webex sessions this week.**

**Success Criteria:**

- I can use the main features of Google Earth.
- I can use the technology to locate places of interest around the world.
- I can identify ways to use this technology for my Exhibition.

**Lesson Outline:**

1) With a parent's permission, download the 'Google Earth' app on your iPad. It is FREE and suitable for ages 4+

\* Google Earth:



2) If you have a laptop or desktop, you DO NOT have to download anything. Just go into your Chrome browser and search 'Google Earth'. You can use the program straight from your internet browser.

3) Watch the tutorial here: [Google Earth](#) and explore the tool bar. We will be using this throughout the year.

4) Your Challenge is to find the following places:

- Murrumbeena Primary School.
- Giza, Egypt. Find a Pyramid or the Sphinx.
- Mount Everest, Nepal. Find the 'Hillary Step' (click on the little camera, it will show you what it looks like and what it is).
- Iguazu Falls, Argentina. Zoom in and find the giant waterfalls.
- Search for some places that interest you.

(You DO NOT need to share anything on Google Classroom this week, just explore the technology).

**Reflection:** How might you use this tool to help you during your Exhibition?

**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 a 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 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

### Webex Lessons:

Friday

6D- 1:45 6M- 2:15 6S- 2:45

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?