

Specialist Remote Learning Grade Prep (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, experiences, observations and imagination to create visual artworks.

View range of artworks with a common theme or subject matter, and make their own interpretations based on their experiences, observation and imagination

Learning Intention:

Can I discuss and reflect on my art work?

Can I complete a reflection activity about 'My Favourite Colour' picture?

Success Criteria:

- I can articulate what my favourite colour is.
- I can describe what my picture represents.
- I can complete a reflection activity.

Learning Task:

- 1) View the powerpoint 'Prep Favourite Colours' during webex lesson.
- 2) Tell your class what your favourite colour is.
- 3) Describe what you have drawn to your class.
- 4) Complete the reflection activity 'My favourite colour reflections' assigned to seesaw on the day of webex lesson.

Reflection:

'My favourite colour reflections' seesaw activity

Webex Lessons: Grade Day Time

Thursday 10th Sept

Prep W at 1.45

Prep M at 2.15

Friday 11th Sept

Prep T- 1:45

Prep L- 2:15

Music

Victorian Curriculum Components:

Experimenting with ways of using graphic notation to represent different qualities of sounds in music they are improvising.

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

Webex Lessons:

Wednesday Sept 9

Prep W at 1.45

Prep M at 2.15

Thursday Sept 10

Prep W at 1.45

Prep M at 2.15

- 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?

Japanese

Victorian Curriculum Components:

Informing: Demonstrating early Japanese literacy skills by selecting the correct *hiragana* and using this information in guided activities such as drawing, building or collecting

Communication: Informing by expressing factual information about qualities such as shape まる、さんかく、しかく

Learning Intention:

How can I practice words when learning a language?

Success Criteria:

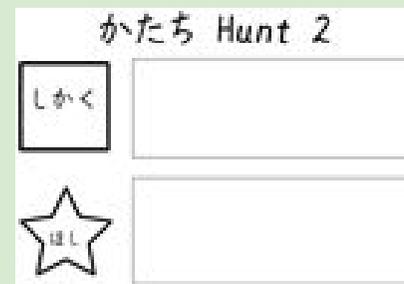
- I can trace or draw しかく (*shikaku*)、ほし (*hoshi*) shapes in the correctly labelled box on my activity sheet
- I can be a risk-taker and share in Japanese the shape of my object (e.g. This is a まる *maru*、さんかく *sankaku*、しかく *shikaku*、ほし *hoshi*)

Learning Activity:

We will be learning together on Webex this week.

1. We will sing our 2 shapes songs so bring your singing voices.
2. We will be sharing with the class in Japanese, starting with the students who didn't get the chance last lesson, tracing and drawing shapes on our learning sheet, so please bring your Japanese learning pack, some pencils and some objects that you have collected.

Reflection:



Webex Lessons:

Please bring:

- *Something that is triangular and star-shaped (if available)
- *Japanese learning pack
- *Grey- lead and coloured pencils

Monday, 7th September
PW at 1:45 p.m. and PM at 2:15 p.m.

Tuesday, 8th September
PT at 1:45 p.m. and PL at 2:15

Were you able to be a risk-taker and share your shape with the class in Japanese?

p.m.

Physical Education

Victorian Curriculum Components:

Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor and outdoor settings. Participate in games with and without equipment.

Learning intention

Why is it important to hold the hitting object the right way? |

Success criteria

- I can list three good things that happened this week in Positive Education
- I know how to hit off a tee

Learning activity

1.) Warm-up- Alphabet tennis- You and your partner are trying to get as far through the alphabet as you can in 10min, hitting back and forth. A=1st hit, B= 2nd hit, C= 3rd hit... Individually- hitting against the wall and see how far into the alphabet you can go.

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

3.) Off the tee (2 hand strike)- Find something to make a tee/stand which is about waist height – you will put a ball on top of this. Get a ball and something to use as a bat. Stand side on to your tee, hold your bat with straight arms using two hands. Practice watching the ball, and swinging through the ball.

4.) Striking challenges – can you hit the ball:

- * With a hard/soft swing?
- * Along the ground/up in the air?
- * At a target?
- * Can you stand on the other side of your tee and hit so your other shoulder is in front?

5.) Junk yard striking- Set up your batting tee with ball on top (you could also have the ball on the floor). Find 5 other items you can use as ‘junk in the yard’. Spread out your junk out around you. Your aim is to hit the ball (use two hands on the bat) at all the junk in the yard using the ball. Each time you hit a piece of junk, you score a point.

6.) Game- Traffic lights- Each person gets 3 hula hoops and 3 tennis balls. Hula hoops will line up like a stop light. Closest hoop (the green light) will be worth one point, middle (yellow light) worth two, and the farthest hoop (red light) is worth 3 points. Closest hula hoop will start 3m apart. Start behind hula hoops. Each player gets one chance to land their ball in any hula hoop of the opposing team. Underhand hitting style off the drop. Can be done individually.

Reflection: How can you make some more positive? Which hit do you find easier with one hand on the bat or two hands on the bat? What should you look at when you hit a ball?

Webex session

Tuesday

Prep W- 1:45

Prep M- 2:15

Wednesday

Prep T- 1:45

Prep L- 2:15

