

Specialist Remote Learning Grade One (Term 3 Week 9)

Date: Monday 14th - Sunday 20th

Please check Seesaw for the link to your specialist Webex Session and details about what to bring.

ART

Victorian Curriculum Components:

Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create

Learning Intention:

Can I follow an online drawing tutorial to draw the 'Dinosaur Junior' character gregosaurus?

Success Criteria:

- I can follow an online drawing tutorial to draw the 'Dinosaur Junior' character gregosaurus

Learning Task:

- During your webex lesson watch the online tutorial 'DrawWithRob'
<http://www.viewpure.com/bhyCxVPb1qU?start=0&end=0>
- In your remote learning book or on a piece of paper, (Mrs Russell will pause the video to allow students to catch up) follow Rob Biddulph drawing instructions to draw and colour your own gregosaurus.
- If you can't finish your gregasaurus during the webex lesson you could finish it after the lesson.

Reflection:

Did you enjoy drawing a gregosaurus following Rob's instructions or would you prefer to create your own drawings?

Webex Lessons: Grade Day Time

Wednesday Sept 16

1L at 1.45

1R at 2.15

Thursday Sept 17

1S at 1.45

1F at 2.15

You will need paper,
greylead, eraser, coloured pencils

Music

Victorian Curriculum Components:

Using responses to music to inform interpretations. For example: What instruments were used and how was their sound different?

Following cues when performing songs and dances.

Learning Intention:

What different sounds are heard in different styles of music?

What are some simple body percussion and dance actions that can emphasise beat?

Success Criteria:

- I can keep the beat when following dance instructions.
- I can recognise the sounds of different styles of music.
- I can match what I hear to pictures representing different styles of music and post in Seesaw.

Learning Task:

- Join in with these warm up songs. Remember to keep a steady beat as you dance or move as shown in these songs. The

Webex Lessons:

Tuesday Sept 15

1L at 1.45

1R at 2.15

No lessons for 1S and 1F

<p>first is an exercise song called Warm Up Exercise Song</p> <ol style="list-style-type: none"> 2) This body percussion song will require a partner. Boom, Snap, Clap. 3) MUSICAL STYLES REVISION ACTIVITY: Look at the 'Matching' handout in your remote learning pack. There are four pictures of an opera singer, rock band, classical orchestra and a jazz band. Listen carefully (and watch) the four samples listed below. (This only needs to be done if previous efforts were not completed at all or not correctly completed.) 4) Listen to Sample 1 and decide if the music is Rock / Jazz / Opera / Classical. 5) Listen to Sample 2 and decide if the music is Rock / Jazz / Opera / Classical. 6) Listen to Sample 3 and decide if the music is Rock / Jazz / Opera / Classical. 7) Listen to Sample 4 and decide if the music is Rock / Jazz / Opera / Classical. 8) Submit your answers on Seesaw with the activity titled 'WEEK 9 Music Revision Task: Four Music Styles'. 9) 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! Better When I'm Dancing 10) WEEK 8 REVISION (for those students who did not complete the task.) <ul style="list-style-type: none"> ● 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. ● 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. ● Upload a video of you playing your 3 sounds on the instrument and your sound shape drawings on Seesaw. <p>Reflection: Check that all previous tasks set in Seesaw during Term 3 have been completed.</p>	
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<h2>Japanese</h2> <p>Victorian Curriculum Components:</p> <p><u>Translating:</u> Using pictures to translate the meaning of single words</p> <p><u>Informing:</u> Expressing factual information about qualities such as colour あか、あお、しろ、くろ、きいろ</p> <p><u>Understanding Systems of a Language:</u> Recognise some key elements of Japanese grammar by learning to describe the colour あお です。size おおきい です。 and shape まる です。 of things</p>	
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<p>Learning Intention: How can I describe my picture using a sentence in another language?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can take a photo of my landscape picture and describe at least three labels <input type="checkbox"/> I can use the Japanese word order to say a simple description in Japanese (e.g. <i>Yama desu</i>; It is a mountain) <input type="checkbox"/> I can point to one large part and one small part and describe that it is おおきい です (<i>ookii desu</i>) and ちいさい です (<i>chiisai desu</i>) <input type="checkbox"/> Extension: I can use the simple Japanese sentence to describe some colours in my picture 	<p>Webex Lessons: Please bring: *Your landscape picture *Your enthusiasm</p> <p>Week 9, Monday, 14th September: 1S at 1:45 p.m. 1F at 2:15 p.m.</p>
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Learning Task:

1F and 1S, we will do this together during our Webex lesson.

1L and 1R, you will have a go at doing this independently.

You will find the activity on Seesaw: Week 9 Year One Japanese

1. Sing along to the colours song.
2. Watch Sensei's video about a simple Japanese sentence and learn about the word order ____ です to describe something.
3. Take a photo of your landscape picture on Seesaw. Press the microphone to record yourself describing:
 - a) three labels on your picture
 - b) one large and one small thing
 Extension: describe at least one colour in your picture
4. Press the tick for Sensei to see. Looking forward to looking at your videos!

Reflection:

Were you able to remember the word order in Japanese to describe something?

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

How does my run up change in high jump when I have to jump higher?

Success criteria

- I can have a mindful moment, through Positive Education.
- I can play Tarnambai with my family.
- I know the technique for high jump.
- I can complete 'Minute to win it' for egg and spoon.

Learning activity

1.) Warm-up- Complete the following jumping pattern for 5 minutes without stopping- 20 pin jumps, 20 tuck jumps, 20 straddle jumps, 20 star jumps. Count how many rounds you get through. Repeat this warm-up and see if you get through more rounds this time.

2.) [Positive education week 4](#)

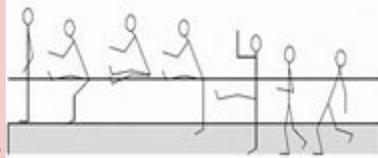
3.) Yulunga Indigenous game- [Tarnambai](#). Play the game, you don't need to submit the worksheet this lesson.

Monday

1:45- 1L 2:15- 1R

Tuesday

1:45- 1S 2:15- 1F



4.) High jump- Toilet Roll Tower High Jump

You will need some plastic cups or something similar that you can use to build into a tower e.g. tins of food, toilet rolls or plastic tubs.

Ensure you have enough space to build your tower and the space around to complete a vertical jump over.

Start with one toilet roll, stand side and jump sideways taking off with your strongest leg.

Add the next toilet roll, so you now have two, repeat the clearance and continue to build and jump until the tower is knocked down. As the height increases you may use the run up and scissor kick take off technique (run up with a semi-circle approach and clear sideways - see image). **Take a photo of how high your tower was and submit on Seesaw.**

5.) Egg & Spoon Race

You will need a wooden kitchen spoon and an object that resembles an 'egg' e.g. a tennis ball, a carnie ball, an onion or a ping pong ball. You will also need someone to time one minute for you.

How many star jumps can you do whilst balancing the 'egg' on the spoon? If you drop the 'egg' you must start back at zero.

Watch here for a [video example](#).



6.) The importance of relay changeovers- Watch this video from the [2008 Beijing Olympics](#).

Reflection- What is a mindful moment? How can Tarnambai be used for an athletics relay? What did you have to change about your run up as your high jump tower got taller? Why are relay changeovers so important?