

Specialist Remote Learning Grade Two (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 and Express Ideas:

Look at an artwork and present a range of interpretations of the subject matter based on their ideas, experiences, observations and/or imagination.

Learning Intention:

Can I reflect on, and self - evaluate my own gumnut illustrations objectively?

Success Criteria:

- I can display my objectivity by reflecting on, and self - evaluating my own gumnut illustrations objectively by completing a gumnut rubric.

Learning Task:

- 1) On seesaw an assigned 'GUMNUT REFLECTION' rubric will be posted on Monday 14th Sept . You will need to have all the gumnut illustrations you completed so you can answer the reflection questions.
- 2) You need to read the instructions to complete the rubric.

Reflection:

Do you think completing the gumnut illustrations was easier at home, or would you have preferred to have completed them at school? You can answer on the seesaw rubric.

No Webex Classes this week for 2H & 2G due to specialist planning day on Friday Sept 18.

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:

- 1) 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:

No lessons this week

<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: <u>Understanding the Systems of a Language:</u> Recognising the concept of the basic unit of sound in Japanese ('mora': モーラ or 拍(はく)), for example, いいえ has three moras Understanding that the independent nasal sound 'n' (ん) has a mora of its own, for example, こんにちは Understanding that when pronouncing Japanese it is important to keep the length of each mora even</p>	
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<p>Learning Intention: How can I show the smallest unit of sound in Japanese language?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can tap the beat of each hiragana to demonstrate the mora (the smallest unit of Japanese sound) <input type="checkbox"/> I can choose up to 4 words and say them in Japanese <input type="checkbox"/> I can use my chosen words to make a short song <p>Learning Task: Please continue with this activity if you started it last week, or see if you can take on 先生(Sensei's) feedback to improve your song before our Webex lesson this week! Some of you may like to share your song during our Webex lesson.</p>	<p>Webex Lessons: Please bring: *Your song to sing *Enthusiasm Not everyone will get to share their song during our online lesson, but everyone will definitely have a go at singing along.</p>
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Make your own mora song!

We have spent the last few weeks learning different words and tapping the beats. Each beat shows the smallest unit of Japanese sound. This is called the 'mora'. It is like a syllable in English. We are going to choose our favourite words and tap the beats and make our very own mora song.

Your activity is found on Seesaw Week 8 and 9: Year 2 Japanese.

1. Have a listen to the example and then practice the words with Sensei in the video.
2. Choose 1-4 words for your song. Every time you say the word, make sure to clap/step/tap each hiragana to show the mora.
3. Record yourself singing your mora song.

Challenge ideas:

You might like to ask a family member to sing the song with you.

You might like to sing it at our Webex lesson next week and we will sing with you.

Reflection:

Were you able to clap the beat for every hiragana to show the mora (smallest unit of Japanese sound)?

Thursday 17th September
2H and 2M at 1:45 p.m.
2G and 2N at 2:15 p.m.

Due to Friday 18th being a specialist planning day, I would like to invite 2M and 2N to join in on a Webex lesson on Thursday instead, if you are available.

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 for this lesson.

Tuesday 15th September
(combining with year 3's due to specialist planning day)
2M at 1:45
2N- 2:15



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?