

Specialist Remote Learning Grade Three (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:

Visual arts practices- manipulating and experimenting with a combination of various materials to create effects.

Learning Intention:

Can I create a colour wheel using objects I have collected in my home?

Success Criteria:

I can create a colour wheel using objects I have collected in my home.

Learning Task:

- 1) Last week you were asked to find 6 objects in your home which were either a primary or secondary colour.
- 2) This week you need to add to your collection. Find more objects that are different to the first ones. E.g. If you took a photo of an orange exercise book you need to find **TWO MORE** different things that are orange. Of course that is the same for every other colour. So you should have a collection of **18** objects.
- 3) Look at these images:- Colour Wheels created by using things in the home.



- 4) Make a colour wheel using the items you have found.
- 5) Take a photo of your colour wheel and add it to your art folder in seesaw.

Reflection:

Which was the hardest colour to find? You can add your answer in seesaw.

Webex Lessons:

No Webex classes this week.

Music

Victorian Curriculum Components:

Identify features of the music they listen to and discuss the purposes it was created for.

Practising reading traditional notation in music.

Learning Intention:

How will I evaluate a piece of music (or song) and share my ideas about it?

How can I demonstrate my knowledge of note reading?

Success Criteria:

- I can identify notes from the C major scale and **complete all activities found on Seesaw assigned during Term 3**
- I can learn a sequence of dance steps and have some fun dancing to 'Summer Feelings'.

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 first is an exercise song called [Warm Up Exercise Song](#)
2. This body percussion song will require a partner. [Boom, Snap, Clap.](#)
3. **REVISE & SUBMIT:** Some students have several pieces of work yet to be completed from previous lessons. You can find all of the tasks in your remote pack and Seesaw. It is recommended that you complete a practise copy on paper before submitting the final task for assessment. Make sure you have done all tasks that were set. These include:
 - Week 5: Time Signature Assessment (Including 2/4, 3/4, 4/4 and 5/4 time signatures.)
 - Week 6: Music Master Notation (identify the notes and make real words from them.)
 - Week 7: Bees In The Beehive - create your own song using C, E and G notes.
 - Week 8: Junior Listening Diary - complete the template and answer the questions about any song of your selection.
4. **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! [Summer Feelings](#)

Reflection:

Check that all previous tasks set in Seesaw during Term 3 have been completed.

Webex Lessons:

Thursday Sept 17

3D at 1.45

3B at 2.15

3C at 2.45

Japanese

Victorian Curriculum Components:

Understanding the Systems of a Language: Understand and identify elements of basic grammar and sentence structure, such as understanding the rules of Japanese word order (subject + object + verb)

Communicating and Socialising: Interact with the teacher and peers to exchange information about self

Learning Intention:

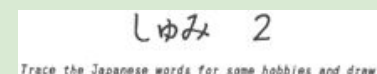
How can I communicate information about myself?

Success Criteria:

- I can say at least one しゅみ (*shumi*; hobby) in Japanese and know what it means
- I can use the Japanese word order to say 'I like {hobby}' by saying the hobby first, then がすき (*ga suki*)

Learning Task:

During our Webex lesson, students will be sharing the hobbies they like in Japanese. You may like to bring something that shows your hobby (e.g. a soccer ball, a book, a drawing)



Trace the Japanese words for some hobbies and draw a

Webex Lessons:

Please bring:

*Your enthusiasm to share in Japanese

*Something that shows us your hobby (optional)

Tuesday, 15th September

This is a two week activity, and the instructions are the same as Week 8. Please take the time to do this before your Webex lesson, or practise your hobbies in Japanese.

1. Learn the words of five more hobbies in the video (on Seesaw).
2. Draw a picture for each one and trace the ひらがな hiragana neatly, on your しゅみ2 activity sheet (in your Japanese learning pack).
3. **You have 2 weeks (week 8 and 9) to have a go at your recording activity:**
Choose two しゅみ (Shumi) from しゅみ1 or 2 sheet that you like to do, and practice saying 'I like {hobby}' in Japanese, following my example video. **Record yourself and post.**
4. You will be sharing what hobbies you like during our Webex lesson (please note due to time, everyone may not share so please make sure to video yourself and submit on Seesaw).

Reflection:

Were you able to be a risk-taker and a communicator in Japanese today? Can you remember how to say at least one しゅみ that you like?

3D at 1:45 p.m.
3B at 2:15 p.m.
3C at 2:45 p.m.

Digital Technologies

Victorian Curriculum Components:

Data and Information: Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols

Elaboration: Making ethical decisions when faced with reporting inappropriate online behaviour or acknowledging digital products created by others, for example making a decision based on how individuals would like to be treated by others.

Learning Intention: How can I be safe online?

Success Criteria:

- I know how to respect everyone online.
- I know that I need to tell my parents or my teacher, about online behaviour that upsets me.
- I can identify unsafe behaviour online.
- I can complete the discussion points on Seesaw.

Learning Activity:

- 1) On your IRC Seesaw page, see the 4 discussion points. Choose a parent or older brother or sister to talk to about these.
- 2) In your Remote/Home Learning book, come up with your own discussion point or question.

Reflection: 'If I see something online, what should I do?' Write your answer in your Home Learning book.

Webex Lessons:

There are no scheduled Webex lessons for IRC this week.

Physical Education

Victorian Curriculum Components:

Explore the benefits of physical activity and physical fitness to health and wellbeing.

Examine how success, challenge and failure strengthen personal identities.

Practise and apply movement concepts and strategies.

Learning Intention

What are the benefits of physical activity and how much should I be getting daily?

Success criteria

- I can track my sleep, through Positive Education
- I can complete a Swork it workout
- I can get my family involved in fitness fun

Learning Activity:

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

2.) **Warm-up - 'Finding 100'** - you must complete 100 movements of exercises, that include: burpees, lunges, high knees, fast run on the spot, bottom kicks, push ups, sit ups, squats, tuck jumps, hops and anything else you can think of.

3.) **Swork it**- Go to the following website and copy the movements [Swork it](#).

4.) **Strength**- Practice a squat against a wall and see how long you can hold it for.

5.) **Skipping- 8 beats**

* Use the metronome beats from Activity 5 to learn about beats. (Eg. Video [60BPM](#), [80BPM](#), [100BPM](#)).

* Then link the song here to the metronome activity above - Practice playing some songs and counting groups of eight beats whilst clapping/tapping, then repeating as the music continues. This will help when developing routines. Test out some different songs to see if the 8 counts happen at the same speed.

* Practice counting the beats aloud (eg: 1-2-3-4-5-6-7-8-1-2 etc...) or clapping and saying 8 out aloud

* Try grouping some of your skipping tricks to make a mini routine of eight beats. Develop a mini routine of 16-32 counts (i.e. 2-4 sets of 8 counts) by doing multiple tricks in only 8 counts. E.g. regular skip x 4 beats, side-to-side skip x 4 beats, forward-to-back skip x 4 beats, right hop x 4 beats, left hop x 4 beats.

6.) **Fun fitness**- Find someone in your house to play [Fitopoly](#) with. You can use anything around your house as your markers.

Reflection: Were there days you did more activity than others and why? How did you feel on days you completed 60 minutes of activity? (e.g. tired, refreshed, happy, sleep better) Why were some songs easier to skip to than other songs?

No Webex lessons, due to Specialist planning day.