

Specialist Remote Learning Grade Four (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 and artworks from different cultures and times as inspiration to create visual artworks

- researching artworks of different styles and artists from different times and cultures, to inspire their own expression of ideas, for example, in forms such as printmaking and drawing, and styles such as realism or expressionism

Learning Intention: How do I create a Howard Arkley style house picture?

Success Criteria:

- I have outlined my house picture in fineliner or black texta.
- I have chosen bold bright colours to colour my house

Learning Activity:

Today you will be completing your Howard Arkley house. Using your outline from last week, use a black texta or fineliner to outline your design. Remember to use a ruler. Thinking about the bright/bold colours Arkley uses, choose colours to finish your house picture. You could use pencil, texta, crayon or paint.

EXTENSION: If you are keen you could also think about including a pattern over the top of your design.

[CLICK HERE](#) for last week's slides that will help with your drawing.

Reflection:

How is my house picture like Howard Arkley's art?

What would I change next time?

No Webex meeting

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 using ledger lines and spaces from the C major scale and complete the activity found on Seesaw that were assigned in Term 3.
- I can learn a sequence of dance steps and have some fun dancing to 'Summer Feelings'.

Learning Task:

Webex Lessons:

No lessons for Grade 4

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: Two Little Sausages - create your own song using the range of notes in the C major scale.
 - 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.

Japanese

Victorian Curriculum Components:

Understanding the Role of Language and Culture: Understand that the ways people use language reflect where and how they live and what is important to them

Understanding the Systems of a Language: Recognise the systematic order within the hiragana character set; commence hiragana script writing and recognise and write frequently used kanji

Learning Intention:

How can I share my understanding of another culture?

Success Criteria:

- I can create a video to show an example of something that is *もったいない (mottainai)* and how to re-use it
- I can use at least 2 Japanese words in my video (*もったいない* and *つくって tsukutte*)

Learning Task:

This is a two week activity that you have begun last week (Week 8). Please post your very own *mottainai* video on to Seesaw by the end of the week. You may like to re-record your video after taking on *せんせい* (Sensei's) feedback.

We have been exploring what *もったいない (mottainai)* means and how we can re-use items to make new things.

To demonstrate our cultural understanding, will make a video showing something that is a little *もったいない (mottainai)* and then showing how we could re-use it to make it not *もったいない (mottainai)*.

1. *Tatte kudasai* and sing along to the *もったいない の うた (Mottainai No Uta)* The Mottainai Song. Look carefully at the examples that the song shows you about things that are wasteful *もったいない (mottainai)*, and how we can adjust our actions to make it not wasteful.

Webex Lessons:

Wednesday, 16th September

4G at 1:45 p.m.

4H at 2:15 p.m.

4K at 2:45 p.m.

Please take the time to make sure you have Japanese in your videos and that you

2. Have a look at Sensei's example video about our activity.
3. Now it's your turn to look around the house. What is something *もったいない (mottainai)* and how could you re-use it so it isn't *もったいない (mottainai)* anymore? (Use the song and Mottainai Grandma story for any examples that you might like to use).
4. Make sure you use your Japanese words to explain that it is *もったいない (mottainai)* and that you could make something out of it (*つくって tsukutte*), or other Japanese words in the video.
5. You have two weeks to create your video. You may like to ask your siblings or other family members to be part of your video.

have demonstrated what *mottainai* means

Reflection:

Were you able to be creative or mindful of the environment to demonstrate being not *もったいない (mottainai)*?

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 create a secure password.
- I can recognise the dangers of using an unsafe password.
- I can reflect on and make improvements to, my passwords.

Learning Activity:

1) Pretend you have to create a password for something important. Write down what it would be. **DO NOT USE A REAL PASSWORD THAT YOU USE NOW!**

Do this **BEFORE** you watch 'Password Power'.

2) Watch the BTN Video '[Password Power](#)'.

3) On the template provided on Seesaw, create an example of a secure password.

How is this new password, different from the first one you made? How did it change? Why did you change it?

Webex Lessons:

There are no scheduled Webex sessions for IRC this week.

Reflection: Are there any passwords you use now, that you might need to change?

- Remember: PLEASE DO NOT SHARE A REAL PASSWORD that you use now, you are making-up one! You should never share real passwords.

Physical Education

Victorian Curriculum Components:

Practise and apply movement concepts and strategies.

Practise and refine fundamental movement skills in different indoor and outdoor settings.

Equipment and space- Some activities in this unit require a second or third player, see if you can get your family involved in the lessons. These lessons are best done outside, where there is more space. For these striking lessons if you have a tennis racquet and tennis ball, excellent. If not, see what you can use around the house as a safe striking implement, eg. Wooden spoon, block of wood, dustpan or anything else that can safely be used to strike a ball!

Learning intention:

How can I implement my striking skills to hit off a tee?

Success Criteria:

- I can apply Grit and Strength into my own learning, through Positive Education.
- I know how to strike the ball off a tee.
- I can modify a game to make it more challenging.

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

2.) Warm-up- In and Out Circle Ball (3 people minimum)

Stand in a circle with one person in the middle.

* Outside player passes the ball in the air to the inside player, who catches and then throws to another outside player. Order of outside players can vary, but cannot pass to same player

* Aim to keep the ball up for 1 minute/until the teacher calls 'stop'.

* Rotate players to be in the middle

3.) Distance Hits (2 hand strike)

* Set up your bat, ball and tee in an open space.

* Sit the ball on top of your tee and set up for your strike – hold both hands on the end of the bat, stand side on with the bat behind you, and swing! Use your steps to measure how far you hit the ball.

* Go back to the tee and try again, aiming to beat the distance of your last shot. Write down your distances on a piece of paper for 20 hits.

** Try using a different object for your ball or bat and see if it makes a difference to your shot.

4.) Gates (2 hand strike)

Webex lesson

4G- 1:45

4H- 2:15

4K- 2:45

* Set up your bat, ball and tee in an open space.

* About 5 big steps away from your tee, make a gate with two markers (start by making it wide!)

* Sit the ball on top of your tee and set up for your strike – hold both hands on the end of the bat, stand side on with the bat behind you, and swing! Aim to hit the ball between your gates.

* If you hit the ball through the gate 5 times in a row, move the markers a little bit closer to each other so your gate is smaller. Keep going until the markers are touching each other.

5.) Space Wars Striking (Forehand or backhand strike)

Use an outside wall or door (something you can stick paper onto!)

Draw 5 space objects on paper or cardboard as your targets and stick them onto a wall about 1 m high with tape or blu tack.

Use a ball and bat (or your hand) and stand side on, with the bat in one hand about 5 big steps away from the targets. Throw your ball into the air or drop so it bounces up and then strike the ball, aiming to hit at the targets. If you hit one of the space objects, take it off the wall. Continue until you have hit all the targets.

** Once you have hit all the targets, put them back up and try again, but attempt some of the following challenges: use another ball or object as a bat or step back further from the wall to hit the ball.

Reflection: How did your skills change when you went from tennis striking to striking off a tee? Explain what your best hit looked like. Why is following through important in striking? Which gates were easier/harder to hit through? Why?

Don't forget to submit your striking assessment video onto Seesaw if you haven't already.