

Specialist Remote Learning Grade Five (Term 3 Week 9)

Date: Monday 14th - Sunday 20th

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

ART

Victorian Curriculum Components:

Explore visual arts practises as inspiration to create artworks that express different ideas and beliefs.

Learning Intention: How can I present my work?

Success Criteria:

- I have chosen a presentation method
- I have presented my two assemblage Picasso style faces

Learning Activity:

Today you need to present the photos of your two Picasso style faces from the past two weeks. You could use Publisher, Google Slides or any other program that you choose.

Put a border and title on your two pieces of work and submit it to the assignment on Google Classrooms, 'Final Pablo Picasso Face'.

Reflection:

What is the purpose of putting a border around my work?
What would I do differently next time?

No Webex meeting this week

Music

Victorian Curriculum Components:

Explore social and cultural contexts of music considering how composers and performers communicate ideas and concepts through music.

Learning Intention:

How are some ideas (such as social issues) communicated through song?

Success Criteria:

- I can analyse song lyrics and identify the issue the performer is intending to communicate.
- I can find a song of my choice which informs the listener about a social issue. I can complete the 'Student Choice Guide' and submit through Google Classroom.
- I can recognise their point of view and draw my own conclusions as to whether I agree or disagree.

Learning Task:

1. Select a song of your own choice. One that deals with an issue that you support or think is an idea/concept/protest/concern that is worth sharing with other listeners. DO NOT USE ONE OF THE 37 SONGS THAT HAVE BEEN PROVIDED TO YOU. This is your opportunity to 'have your say' about something through the medium of music. You have free choice to select anything you like; use of inappropriate language is not acceptable.

Webex Lessons:
Grade Day Time

2. There is a template in your home learning packs to use or use the template posted on Google Classwork.
3. Be sure to complete the Student Choice Guide to provide as much information as possible. You may even add a link if you think it is appropriate.
4. **Submit the 'Student Choice Guide' OR take a photo of your paper copy and upload to Google Classroom.**
5. REVISE & SUBMIT: Some students have several pieces of work yet to be completed from previous lessons. You can find all of the previous remote planners in the Google Music Classroom (for ALL specialist subjects.) Make sure you have done all tasks that were set.

Reflection:

Why is the issue in your song selection important to you? How was your opinion persuaded by the lyrics?

Japanese

Victorian Curriculum Components:

Understanding the Systems of a Language: Reading and writing all *hiragana* (including voiced, combined and long vowel sounds and double consonants) using the *kana* chart

Reflecting: Reflect on the experience of learning and using Japanese, and identify how language reflects cultural practices and norms

Learning Intention:

How do symbols represent groups and families?

Success Criteria:

- I can create my own family crest to represent me and my family
- I can explain what symbols I have chosen and what they represent

Learning Task:

We began this activity in our Webex lesson last week. Materials can be found on the LOTE Google Classroom Week 8: Year 5 Japanese-- Family Crests.

Activity 2: Family Crests

Today you need to publish and submit your creation of your own family symbol/crest with the imperial year when you were born.

1. If you need a refresher, take a look at the examples of family crests and what they mean.
2. Use the 'See Think Me We' thinking routine to think of values and experiences that are part of your family, and what symbols could be used to represent them.
3. **Post your published crest on the Assignment.**

Reflection:

Did you notice any connections between you and a Japanese family crest?

Extension:

If you have published and uploaded your family crest and would like to extend your Japanese learning, it is time for some hiragana practice!



Webex Lessons:

There are no Webex lessons scheduled for LOTE this week. Looking forward to seeing your family crests and your explanation behind your choices.
 ありがとう (Arigatou) for this term.

1. In your Japanese learning pack, the 'hiragana search' sheet (we did one half in our Webex, early in Term 3). Have a go at looking for the hiragana on the ひらがな いくつ あるかな (2)
2. Practise how to say them with the song and quiz (posted on Google Classroom; Week 9: Year 5 Extension-- Hiragana Quiz).

Digital Technologies

Victorian Curriculum Components

Data and Information:

Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols

Elaboration:

* Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols.

* Considering ways of managing the use of social media to maintain privacy needs, for example activating privacy settings to avoid divulging personal data such as photographs, addresses and names.

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 Google Classroom.

Learning Activity:

1) On your IRC Google Classroom 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:

**IRC Webex Lessons on
Tuesday 15th September**

5A: 1:45

5C: 2:15

5P: 2:45

Physical Education

Victorian Curriculum Components:

Combine the elements of effort, space, time, objects and people when performing movement sequences.

Perform movement sequences which link fundamental movement skills.

Identify and practise strategies to promote health, safety and wellbeing.

Learning intention

Why are movements like yoga, Pilates and Tai Chi so important to wellbeing?

Success criteria

- I can understand other people's point of views, through Positive Education
- I know the difference between yoga, pilates and Tai Chi
- I understand the importance of slowing down in Tai Chi

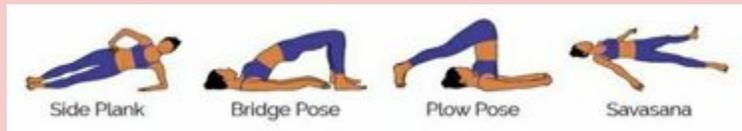
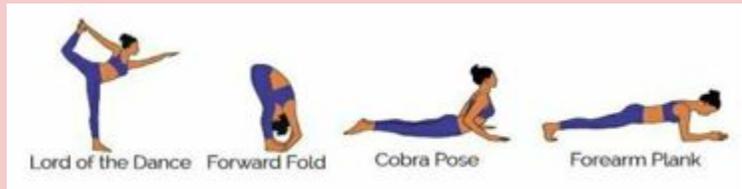
Learning activity

1.) Warm-up- [Pilates warm-up](#)

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

3.) Complete the following [Tai chi](#) session.

4.) Yoga poses- You need to learn the following yoga poses this lesson.



Lord of the dance- Start in mountain pose, transfer your weight to the left leg, bend your right knee and bring your foot toward your right buttock. Reach back with your right hand, grasp your foot, and raise the left hand up toward the ceiling. Only do what you are comfortable doing.

Forward fold- Same as half fold, except you will bring your hands all the way down to the ground, or as far as you are comfortable.

Cobra pose- Lie on your tummy, press the tops of the feet and thighs and the pubis firmly into the floor, on an inhalation (breath in) and begin to straighten the arms to lift the chest off the floor.

Forearm plank- Push down on your forearms to keep your shoulders from creeping up next to your ears, and fire up your core to keep the body from dumping down. Remember to breathe! It makes the pose easier to hold if you think "Inhale for strength. Exhale and engage.

Side plank- Legs and back stay as straight as possible and bring your hips into the air, with the opposite hand staying on your hip. Exhaling as your hips come up.

No Webex lessons this week.

Bridge pose- Start with your back on the ground, with your arms and hands by your side, slowly bringing your hips into the air and squeeze your bottom muscles at the top. Exhale as you are bringing your hips up.

Plow pose- Begin by lying flat on your back with your legs extended and your arms at your sides, palms down, on an inhalation, use your abdominal muscles to lift your legs and hips up toward the ceiling. If your feet rest comfortably, extend your arms along the floor and interlace your fingers.

Savasana- Let Go of the Practice. During the beginning of Savasana you can bring back to mind what your intentions were to come and practice yoga, get comfortable, tune inwards, relax the whole body and find the Place of Peace and Calm.

4.) Sharing your instructional video- Show a family member or friend your instructional video and see how they follow along.

Reflection- What are some key differences between Zumba and pilates? Why is breathing so important in Tai Chi? Did the person doing your instructional video follow along how you thought they would?

If you haven't already, don't forget to submit your instructional high intensity or yoga video through google classrooms.