

Specialist Remote Learning Grade Six (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 practices as inspiration to create artworks that express different ideas and beliefs.

- Exploring how artists select and manipulate materials and techniques and use these in their own art making.

Learning Intention: How can we recreate a masterpiece?

Success Criteria:

- I have recreated my masterpiece
- I have uploaded my recreation, side by side with the original, to Google Classroom.

Learning Activity:

Today you are finishing your masterpiece recreation.

Please upload your finished recreation to the assignment 'Masterpiece Recreation' on Google Classroom.

I am looking forward to seeing your work! Below are the links from last week in case you haven't had the chance to get started yet:

[Some Excellent Examples](#)

[CLICK HERE](#) for some more examples

[CLICK HERE](#) for some examples of famous paintings. You do not need to choose from this list. You are more than welcome to come up with your own! [CLICK HERE](#) for some artists to research if you wish to choose your own.

No Webex meeting

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

Webex Lessons:

Grade Day Time

Monday Sept 14

6D at 1.45

6M at 2.15

6S at 2.45

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.

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.
6. REMINDER: You may wish to submit a suggestion for your end of year graduation. There is a template in your remote learning pack. Bring it back to school next term so that your suggestion can be shared with other grade 6 students, and a decision agreed between you. (Majority choice rules.)

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

Role of language and cultural use: Make connections between cultural practices and values and language use, such as formulaic expressions, and consider how these affect intercultural communication

Learning Intention:

How did mythology help traditional societies to understand Earth’s place in space?

Success Criteria:

- I can use my communication skills and use my creativity to retell a story
- I can use at least 4 Japanese words in my myth story
- I can use Japanese word order (object- verb) to say ‘... was made’ in Japanese (... *o tsu ku ri ma shi ta*)

Learning Task:

We began this in our Webex lesson last week. This week publish and submit your story. Please post any questions on the Google Classroom Stream.

This is the second week for this activity. The materials can be found in your LOTE Google Classroom page, under Classwork—Week 8 and 9: Year 6 Japanese Myth Story.

1. Have you completed your word bank? (materials attached on Google Classroom)
2. Have you told your chosen myth story in your own words? (Japanese creation myth; Ainu Creation story 1; Ainu Creation Story 2). You can choose to create a picture book on paper, make a slide show, or a video. Have a look at Sensei’s example.
3. Have you replaced the English with at least 4 Japanese words from your word bank?
4. Narrate your story.

Word bank: Myth play

かみさま	
くも	
そら	
うみ	
しま	
日	
月	
_____を	
_____をつくりました。	

Webex Lessons:

There are no scheduled Webex lessons online for Japanese this week.

Please spend the time to publish your myth story. Make sure that you have used the Japanese word instead of the English, and narrate your story!

ありがとう (Arigatou) for this term.

5. Post your published story on the Assignment

Extension: Any '... was made' sentences can be adjusted to the Japanese word order.

Reflection:

Were you able to use 4 Japanese words and use the correct word order when using '... was made' (... o tsu ku ri ma shi ta)?

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:

There **are no scheduled IRC Lessons** on Wednesday 16th September, due to Specialist Teacher Planning that day.

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.

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

No Webex lessons this week.

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.