

Specialist Remote Learning Grade Prep (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, experiences, observations and imagination to create visual artworks.

View range of artworks with a common theme or subject matter, and make their own interpretations based on their experiences, observation and imagination

Learning Intention:

Can I complete an activity sheet that relates to the story 'Put me in the zoo'?

Success Criteria:

- I can complete an activity sheet that relates to the story 'Put me in the zoo'.

Learning Task:

- 1) Watch the following video [A Read Aloud of "Put Me in the Zoo" by Robert Lopshire](#)
- 2) Complete the attached colouring sheet using [Put me in the zoo.docx](#)

Reflection:

Where would you rather visit the zoo or the circus? You can write your answer under your picture.

No Prep lessons this week.

Music

Victorian Curriculum Components:

Sing to practise chants, songs and rhymes.

Talking about how different instruments are used in music.

Learning Intention:

What different sounds are heard in different styles of music?

What are some simple actions that emphasise beat?

Success Criteria:

- I can keep the beat when playing along with some animal songs.
- 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 first is an animal song called [If You Go Into The Bush](#) and then a song about Spring called [Spring Is Here](#)
- 2) MUSICAL STYLES REVISION ACTIVITY: Look at the 'Matching' handout in your remote learning pack. There are four

Webex Lessons:
No Prep lessons this week.

<p>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.)</p> <ol style="list-style-type: none"> 3) Listen to Sample 1 and decide if the music is Rock / Jazz / Opera / Classical. 4) Listen to Sample 2 and decide if the music is Rock / Jazz / Opera / Classical. 5) Listen to Sample 3 and decide if the music is Rock / Jazz / Opera / Classical. 6) Listen to Sample 4 and decide if the music is Rock / Jazz / Opera / Classical. 7) Submit your answers on Seesaw with the activity titled 'WEEK 9 Music Revision Task: Four Music Styles'. 8) 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 9) 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>Informing:</u> Demonstrating early Japanese literacy skills by selecting the correct <i>hiragana</i> and using this information in guided activities such as drawing, building or collecting <u>Communication:</u> Informing by expressing factual information about qualities such as shape まる、さんかく、しかく</p>	
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<p>Learning Intention: How can I share my new knowledge of words?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can find items that are まる (<i>maru</i>)、さんかく (<i>sankaku</i>)、しかく (<i>shikaku</i>)、ほし (<i>hoshi</i>)、はーと (<i>haato</i>) and しずく (<i>shizuku</i>) shape <input type="checkbox"/> I can say what shape the item is, in Japanese <p>Learning Task: We have been doing an excellent job of learning six shape names in Japanese. Now it is time to celebrate our learning by using and sharing our Japanese.</p> <ol style="list-style-type: none"> 1. Find an item around the house that are まる (<i>maru</i>)、さんかく (<i>sankaku</i>)、しかく (<i>shikaku</i>)、ほし (<i>hoshi</i>)、はーと (<i>haato</i>) and しずく (<i>shizuku</i>) shape. You can always draw the shape if you don't find them. 2. Practice Japanese shape names by singing the はーと と しずく の うた (<i>haato to shizuku no uta</i>; The Heart and Teardrop Song) and the かたち の うた (<i>katashi no uta</i>; The Shapes Song). 	<p>Webex Lessons: There are no scheduled Webex lessons for Japanese this week.</p> <p>Thank you very much for all the support this term.</p>
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3. Press video and record yourself sharing what you have found and what shape it is. For example, 'I found a ball. It is a まる (maru) shape.' This is just like how we have practiced in our Webex lessons.
4. Upload to Seesaw to share with せんせい (Sensei). Looking forward to seeing your videos.

Reflection:

Were you able to find all the かたち (katachi) and say them in Japanese? Did you find it easy or challenging to say?

Physical Education

Victorian Curriculum Components:

Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor and outdoor settings. Participate in games with and without equipment.

Learning intention

What is the importance of being able to strike the ball in different directions?

Success criteria

- I can learn self- control in Positive Education.
- I can use my striking skills to hit the ball up and down.
- I know the skills needed to overhand strike the ball.

Learning activity

1.) Warm-up- Roll Tennis (2-6 people)

- * Play on a bat tennis size with a line on floor dividing halves. 1-2 students per half with one ball
- * One player begins by serving a ball (underarm roll) to their opponent/s in between the "net posts". Other team must pick up the ball before their base line and roll the ball back. Rally continues until one student/team misses the ball (rolls over base line) or the ball is rolled outside the "net posts".

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

3.) Overhand striking practice- Throw the ball up to yourself and try to strike the ball above your head with your hand. See how many you can strike out of 10 attempts. Repeat but this time, use your striking implement. To make it more challenging, you can do this into a wall and see if you can have a rally with yourself. If you have a partner, have a rally with them.

4.) Game- Popcorn

- * Place the ball on the racquet and keep the ball from falling off.
- * Bounce the ball into the air and catch. Bounce and Catch. Repeat.
- * Dribbling the ball on the ground. Start off stationary and progress into moving around the floor. Switch hands from time to time.
- * Hit the ball into the air, let it bounce, hit the ball into the air, let it bounce, etc.
- * Continuously hit the ball into the air.
- * Hit the ball into the air, clap your hands and hit the ball again before it hits the ground.

No Webex lessons this week

* Hit the ball into the air, touch the ground, and hit the ball again.

5.) Partner popcorn

* One partner tosses the ball, the other returns the ball using both forehand and backhand. One partner works on hitting, the other throws and catches.

* Stroke the ball back and forth with a partner. Alternate between forehand and backhand. The ball can touch the ground between strokes.

* Play back and forth over a net. The net can start as a line, move to a bench, and move to a full net.

* Volley between partners, keeping the ball off the ground and alternating forehand and backhand strokes.

Striking assessment video (if not already complete)- Film yourself performing 10 forehand strikes, 10 backhand strikes and 10 overhand strikes. If you don't have a racquet or anything to hit with, use your hand. **Submit your video through Seesaw once complete.**

Reflection- Why is self-control important in PE? Did you find it easier or harder to overhand strike with your hand or a striking object?