

# Specialist Remote Learning Grade Six (Term 4 Week 1)

Date: Monday 5th October - Sunday 11th October

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

## ART

### Victorian Curriculum Components:

Select and apply visual convention, materials, techniques, technologies and processes specific to different art forms when making artworks

- Making informed choices about using elements to express a concept or theme

**Learning Intention:** How can we create a symbol for our exhibition?

### Success Criteria:

- I have brainstormed symbol ideas with my exhibition group.
- We have each created a symbol to represent our exhibition.
- We have chosen ONE symbol to represent our exhibition group on the brochure.

### Learning Task:

This week we will be working as a level to create an exhibition brochure collage. [CLICK HERE](#) to see an example from another school.

Your task this week is to create a symbol that represents your group's exhibition. You each need to do one, but only one will be included in the final brochure. You can draw or use digital technology to create your symbol.

- 1) Brainstorm ideas with your group.
- 2) Decide on a symbol to draw or create digitally. (Each group members does not have to be the same symbol)
- 3) Create a symbol and submit to Google Classrooms. Please include your topic and group members in the comments.
- 4) Discuss with your group which symbol will be selected to go on the final brochure.

I will be looking for volunteers to help with the final brochure as well, so if this interests you, please let me know.

### Reflection:

How can we use symbols to express an idea?

**Webex Lessons:  
Grade Day Time**

**Tuesday October 6th**  
1:45 - 6D  
2:15 - 6M  
2:45 - 6S

## Music

### Victorian Curriculum Components:

Explore ways of combining the elements of music using instruments, objects and electronically generated sounds.

### Learning Intention:

What are some of the world's most unusual instruments?

### Success Criteria:

- I have actually listened to all 12 pieces of music (and not just selected 1 to write about.)
- I can analyse one of the weird instruments in more detail and submit by work.

### Learning Task:

**Webex Lessons:  
Thursday Oct 8**  
6D at 1.45  
6M at 2.15  
6S at 2.45

INTRO: There are many weird and wonderful instruments out there in the world. Some have been around for centuries and others have been hobbled together by very clever people combining different materials and objects.

1. There is a handout in your remote learning pack (from last term) titled 'What In The World.... Unusual musical instruments.' There is also a template on the Google classwork page.
2. Watch a selection of these video clips and listen to the amazing melodies. (Many of these pieces of music you should recognise.) The name of the song is followed by the type of instrument or materials used to make it.
3. Because there are 12 clips to listen to, you have 2 weeks to complete the task.
  - Dance of the Sugar Plum Fairy [Glass Armonica](#)
  - Over The Rainbow [Theremin](#)
  - Pachelbel's Canon in D Major [Paper strips and music box mechanisms](#)
  - Star Wars Medley [Rimba Tubes](#)
  - Bohemian Rhapsody on the [Kalimba](#)
  - Wintergarten [Marble Machine](#)
  - Pipe Dream [Pipes, Drums, Elastic and Rubber Balls](#)
  - Disney Medley [Plastic Bottles Disney Medley](#)
  - J.S. Bach's Jesu Joy Of Man's Desiring [Xylophone In The Forest](#)
  - Pirates of the Caribbean [Cimbalon](#)
  - Candyman [50,000 M&Ms](#)
  - Needing / Getting [Racing Car & assorted materials](#)
4. After you have listened to all 12, select one of the pieces to write about and **submit your work on Google Classwork.**

**Reflection:**

One of these musical instruments is a fake! Can you determine which one is not real?

## Japanese

**Victorian Curriculum Components:**

Understanding the Systems of a Language: Recognise some single and whole word katakana and develop the ability to use hiragana and kanji in a single text

**Learning Intention:**

How can I say the learner profiles in Japanese, in preparation for our Exhibition?

**Success Criteria:**

I can choose 4 learner profiles in Japanese to practice typing

**Learning Activity:**

Welcome back to Term 4! I hope that you all had a lovely break.

**Webex Lessons:**

Friday, 9<sup>th</sup> October

1:45 p.m. 6D

2:15 p.m. 6M

2:45 p.m. 6S

Link will be posted on LOTE

Google Classroom Stream

1. To prepare for Exhibition, we are going to learn the learner profiles in Japanese. Open the document with the learner profiles.
2. Open the hiragana keyboard online: <https://www.lexilogos.com/keyboard/hiragana.htm>
3. Choose 4 learner profiles to type. Use your viewing skills to find the matching hiragana and click on them to type the learner profiles in Japanese. Or, you can type the *romaji* in to the text box and it will automatically change to the hiragana if you have typed it correctly. Enjoy!
4. Copy and paste the learner profiles that you have written into a word doc/ Google doc, so that it is all on one page.
5. Print out or save on your device.

**Reflection:**

What did you find easy to achieve? What was challenging to achieve?

## 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 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'.

**Webex Lessons:**

**Wednesday 7th October**

**6D at 1.45**

**6M at 2.15**

**6S at 2.45**

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

3) In your Home Learning Book, create an example of a secure password.

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

**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:

Discuss and interpret health information and messages in the media

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

### Learning intention

How does planning out my physical activity for the week make me accountable?

### Success criteria

- I can increase my heart rate in the Dice fitness game
- I can try juggling, through Positive Education
- I can plan out my physical activity for the rest of remote learning
- I know how to do desk drumming

### Learning activities

1. Warm-up- [Fitness Dice game](#). Play this high intensity fitness game. You can play solo or with anyone in your house. If you don't have a dice at home, you can make you own or you this [online dice](#).

2. [Positive Education week 5](#)

3. **Plan your term**- Complete this daily [physical activity planner](#) and complete 30-45minutes of physical activity per day.

4. Desk drumming- Complete the activity [desk drumming](#).

5. Have a look the [Resilience Project website](#) for some ideas about remote learning.

**Reflection:** Is juggling a skill that can be transferable into other skills? Why is planning my physical activity important? Did you find anything useful on the Resilience Project website?

### Webex lessons

**Monday 5th October**

**1:45- 6D**

**2:15- 6M**

**2:45- 6S**