Dear Parents,
This Term Overview provides you with a brief outline of the curriculum the students will be focussing on this term in specialist classes.

**PERFORMING ARTS - Brooke Johnson**

**Grade 1-2 Vivaldi - Four Seasons – Listening, Pitch, Dynamics and Dance**

Students will:
- be immersed in the music of Antonio Vivaldi’s ‘The Four Seasons’.
- develop listening skills when recognising the difference between the four concertos.
- use musical terminology when discussing the dynamics and pitch of what they are hearing.
- use their bodies freely to dance at different levels to the music and their imaginations to create different dance scenarios for each season.
- be given an introduction to the String family and the instruments included within it.
- learn about the life and times of the composer Vivaldi

**VISUAL ARTS – Jess Palmer**

**Grade 1-2 – Finishing Tapa and Weaving**

For the first 3 weeks of term students will be finalising our printmaking unit from Term 1. We are currently finishing our Personal Tapa where students have designed and are in the process of printing a geometric design using symbols and patterns that represented themselves. Their work has been inspired by the Polynesian Tapa we have learned about and looked at.

In week 4 we will begin our Weaving unit where students will explore the process of weaving together paper, wool and other materials. Students will look at examples of weaving throughout history and as well as modern weavings. Students will respond to weavings as art and understand that they can tell a story. Finally students will create a weaving on a cardboard loom that represents their favourite place.

**PHYSICAL EDUCATION – Nuccia Presutti**

**Grade 1-2 – Dance**

Students will:
- focus on dance.
- be introduced to some basic dance moves such as the grapevine and gradually create and perform their own simple dance.

**LITERACY SUPPORT – Amanda May**

I will be taking over the role of literacy support from Chris Angus this term. In the 1-2 groups we will be focusing on reading strategies for unfamiliar words such as making the initial sounds, looking for familiar parts in a word, chunking (breaking the word up into parts), reading on and going back when we can’t sound or chunk, predicting what makes sense then checking for meaning. Comprehension will also be a focus and students will complete comprehension activities and will also write about the texts they are reading. In spelling, we will focus on the difficult words encountered in the text and list other words with similar spelling patterns.

**INDONESIAN – Uli Septiani**