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**

**Ukulele – History of the Ukulele and Hawaiian Music**

Students will:
- Discover traditional Hawaiian music
- Look at the Luau celebration and the Hula dance
- Listen to a variety of Hawaiian music being played on the ukulele
- Play a selection of Hawaiian pieces on the ukulele
- Learn the importance of different strumming patterns
- Play together as a group to the beat whilst changing chords
- Learn the names of the strings and all of the parts that make up the ukulele
- Learn up to 7 different chords through the playing of pieces

**VISUAL ARTS – Linda Weisser**

- **Big idea** People’s cultural and historical heritage is reflected in their landscapes.
- **Key understandings**
  - Landscapes can have different point of view.
  - Culture affects/ informs/ influences how landscapes are painted.
- **Key questions**
  - How is the Australian indigenous understanding of country reflected in their art works?
  - What are the main elements of the Shan Shui (mountain water) traditional style of Chinese brush work? Why are these important?
  - What are some of ways that Chinese and Japanese brush techniques have influenced western art?
  - What are some of the elements that are both different and common across landscape art works and these two cultures?

**PHYSICAL EDUCATION – Nuccia Presutti**

Students will:
- Get to know their peers whilst playing Co-Operative Games.
- Common yoga poses will also be incorporated in this unit.
- Be encouraged to use their co-operative skills to team strategize.

**LITERACY SUPPORT – Chris Angus**

Selected students will:
- Practise using a range of strategies to assist them with their comprehension of a story/factual article
- Practise recalling events/facts and recording them
- Practise chunking words into bits when both reading and writing to assist their working out of words as well as their understanding of how words are formed/spelt

**LITERACY SUPPORT – Kay Headland**

Kay will be working with mixed groups of grades 3/4 as well as grade 5 students, from all classes across school this term.
- These nominated students will work with Kay for 3 hours per week.
- This support program gives students with similar needs from different classes, an opportunity to work together and build up the strategies needed to increase their reading, writing and spelling and grammar skills.
- It aims to target specific individual needs, therefore giving students an extra “boost” with their literacy skills.
- Reading and writing foci are outlined in the 3/4 & 5/6 unit overviews.
- Groups are formed by looking at the school-wide assessment data gathered at the end of 2015.
- Many students who received literacy support last year demonstrated pleasing results and feedback from classroom teachers/students/parents was also positive.