



Kensington Primary School
Term 1 Overview 2017
Specialist Classes

Dear Parents,

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

PERFORMING ARTS – Brooke Johnson

Jupiter – Gustav Holst – Grade 3-4s

Students will:

- Learn critical listening skills
- Learn that the 'Tempo' is the speed of the beat
- Learn that music can be written about an object or animal
- Discuss a piece using the terms dynamics and tempo
- Create a piece of music based around the structure of the dynamics and tempo of a piece Use a variety of instruments
- Create a piece of music about an object of animal
- Learn about the strong beats and weak beats of different time signatures
- Find the beat in a piece of music

Bumble Bee – Nikoli Rimsky Korsakov Grade 1-2s

Students will:

- Learn critical listening skills
- Interpret music using movement and dance
- Discover what a composer is
- Discover what a composition is
- Use the terms fast and slow in a sentence
- Create a piece of fast and slow music around a short story
- Understand that music can be composed about an animal
- Understand that music can tell a story

Ukulele – Rock Music – Grade 5-6s

Students will:

- Learn what a chord is
- Learn what makes up a chord
- Learn what types of chords there are
- Discover what types of instruments can chords be played on
- Discover the style of Rock music and its origins
- Learn and play the following chords C, C7, F, G, G7, Am and Dm
- Read and play chords on a sheet with a group
- Play a variety of Rock songs on the ukulele
- Play to the beat of a piece with a group

MUSIC – Amanda May

Music in Term 1 will introduce Foundation students to the vocabulary of music such as pitch (high and low), beat (fast and slow) and tone (loud and soft). They will use their voice, body percussion and un-tuned percussion instruments to practise the skills they learn and to experiment with following the beat and matching pitch and tone. Students will learn how to follow visual representations of a musical score (graphic notation) with percussion instruments and will work in small groups to create their own musical representations of their environment. They will use the language of music to respond to the recorded music they hear and the music created and performed by their peers. Students will learn these skills and concepts about music through listening, moving, singing, playing instruments and creating and performing and responding to their own musical compositions.

VISUAL ARTS – Amanda May

Picture tells a story -Tell a story about who you are. How do we use art elements to create a mood?

In term 1, Year 1/2 students will discuss and share their ideas about what makes a good arts learner. We will establish class rules and expectations of behaviour and effort in the art room.

The focus for the term will be around 'portrait'. Students will have the opportunity to plan and create their own painted and collaged self-portraits. They will experiment with watercolour and acrylic paint and photographs as they learn a variety of skills and techniques and explore the use of colour, texture and line to tell a story about themselves.

Students will be exposed to a variety of famous artists' paintings of portraits and they will begin to use the language of the arts to respond to the works of others and reflect on their own. Students will also compare and contrast how photography and paint are used to represent feelings and ideas in portraits.

VISUAL ARTS – Linda Weisser

The Foundation students will experience an orientation and introduction to the visual arts lesson. They will become familiar with the routines and layout of the art room. They will be encouraged to be responsible for their workspace and to use materials and equipment safely and respectfully. Foundation students will study the art elements, line and pattern, through an exploration of New Year's Eve firework designs. They will be exposed to some intercultural understandings of New Year through the study of the Chinese symbol for 2017, the rooster. They will be involved in discussions about Pablo Picasso's use of line, colour and shape to create movement in his artwork 'La Coq'. Foundation students will explore a range of drawing tools and will be shown how to use pastels to create marks and layer colour. They will work collaboratively to produce a collage where they will practice their cutting and gluing skills. They will be supported to learn the language of the arts and begin to use it to express their thoughts and reflections about their own and other art works.

Year 3-4 students will investigate artists who have made 3D forms from cane and tissue paper. They will use critical and creative thinking, and visual arts language to apply aesthetic judgment. They will collaboratively plan and design an organic, abstract 3D sculpture based on this inquiry. They will be exploring, selecting, combining and manipulating cane, natural objects and tissue paper. Students will develop teamwork skills of negotiation, respectful listening, including others, and doing a fair share of the workload. They will extend and transform their own ideas and build on the thoughts of others. They will need to develop the personal qualities of patience, persistence and sustained effort. Students will explore different ways of exhibiting their sculptures to enhance the experience for the viewer.

Grade 5-6 students will review some of the arts elements and design principles such as emphasis, balance, movement and contrast using drawing skills. They will make an investigation of the Indigenous arts of Tjanpi Desert Weavers. They will be making aesthetic judgments using art language about the practices of these artists. They will be analysing, evaluating, interpreting and reflecting upon meanings, beliefs and values in artworks. Students will be examining artworks in cultural contexts. They will be discussing what and why has been designed and created and how the choice of material enhances the audience's understanding of the artist's intention.

Following this investigation, students will be exploring, selecting, applying and manipulating basketry and wrapping techniques, technologies and processes to create a 3D textile artwork. They will be conceptualising, planning and designing these 3D artworks, exploring and expressing their ideas. Students will develop collaborative skills if choosing to work in pairs. They will need an application of problem solving and persistence. Students will be deciding about how to exhibit and curate their final work to enhance the experience for the viewer.

PHYSICAL EDUCATION – Nuccia Presutti

Students learn best when they are ACTIVE and having fun. They are also learning important values during their PE lessons, for example tolerance, character, patience, respect, teamwork, diversity, etc. Physical Education aims to help students understand the importance of having these values as personal qualities and behaviours.

Foundation to Grade 2 students are focusing on VALUES whilst playing co-operative games. Fundamental motor and movement skills such as running, hopping, skipping, and vertical jumps are included so that students can gain control of their movement in space. Using equipment appropriately and safely will also be reinforced.

Grade 3 to Grade 6 students are concentrating on VALUES whilst learning how to play modified games of basketball. Skills specific to basketball are taught and encouraged whilst playing the game. Skills such as - listening to instructions, participation, and game concentration (keeping focused when things are going on around you) are important aspects of Physical Education.

Please note: Grades 3 to 6 are also preparing for the **district swim carnival to be held on Thursday 23rd February** and the **district cross country to be held on Friday 24th March**.

INDONESIAN – Uli Septiana

Foundation

The Foundation students will begin to learn Indonesian through participating in daily greetings and practising basic counting skills using movement, gestures and pictures. In Indonesian/STEM, the Foundation students will explore the topic '*Pergi Memancing*' (*To go fishing*) to learn about the life of a fisherman in Indonesia. They will be encouraged to become familiar with the Indonesian culture through stories such as '*Aku anak seorang Nelayan*' (I am the son of a fisherman). The Foundation students will be engaged in guided group activities such as games, songs and chants. Students will have the opportunity to undertake a STEM challenge to design a model of a fishing pole that will hold the weight of a tiny toy fish.

Year 1-2

Year 1-2 students will begin to take on different roles and responsibilities in Indonesian/STEM learning to ensure that the classroom environment is clean and tidy. Students will continue to engage in learning activities such as games, songs and chants to maintain their familiarity with numbers and colours in Indonesian. This term, the year 1-2 students will learn about '*Sarang Burung*' (*A Bird's Nest*) to examine the technical skills involved in constructing a bird's nest. They will explore parts of a bird's body and features of a bird's nest, such as the shape, colour and size. Students will have the opportunity to read and view a range of texts, including print, digital and short-film. The year 1-2 students will take part in a STEM challenge to create a model of a bird's nest from recyclable materials.

Year 3-4

This term in Indonesian/STEM learning the year 3-4 students will be introduced to the topic '*Membangun Rumah*' (*Building a House*) to develop an understanding of the technical and mathematical skills in building and construction. Students will examine the purpose of tools and equipment that are used in building sites, and compare this to the tools and equipment that are frequently used in the classroom. Students will participate in a range of learning experiences such as drawing, planning and writing bilingual texts. They will read, view and discuss a variety of multimodal texts, including print, digital and short-film. As part of a STEM challenge, the year 3-4 students will work on a small group project to design a model of house from Popsicle sticks with doors that open and close.

Year 5-6

In Indonesian/STEM, students in year 5-6 will explore the topic '*Bahan Daur Ulang*' (*Recyclable Materials*) to investigate how recyclable materials such as paper, plastic, cardboard and tins can be reused and recycled. They will study '*Kerajinan Tangan dari Barang Bekas*' (*Handicrafts from Second-hand Goods*) in Indonesia. Students will engage with a range of multimodal texts, such as print, digital and short-film. They will participate in a range of learning experiences such as planning, decision-making, problem solving and writing STEM journal entries. The year 5-6 students will be involved in a small group project as part of a STEM challenge. Students are encouraged to be creative with their ideas as they conduct research, gather recyclable materials and design an object with a purpose.

Background: The Bounce Back Program is a preventative whole school social & emotional learning program. In my role this year, I will support teachers in their efforts to promote positive mental health and wellbeing in their students. We will work together to build up students' skills to act resiliently when faced with challenges and adversity, by providing strategies/activities that teach/practise these life skills.

Term 1 Overview

- The first two weeks focused on establishing a positive productive classroom and developing a 'team mentality'. All classes looked at our KPS values and linked these to our vision statement and school rules
- Classes discussed/negotiated a class agreement, which will determine how their class operates.
- The Student "Learning & Playing Together" Booklet will be read & discussed. The role of class-meetings/circle time will be established. Student Representative Council (SRC) Reps (grades 1-6) will be democratically elected.
- Different class levels will look at core pro-social values to examine how they set the tone and guide our actions in our classrooms and across our school. If everyone is valued, treated with respect, feels safe and supported, this will have a positive impact on our wellbeing and mental health. This will also lay down the foundation for a co-operative, supportive learning environment, where everyone can enjoy success.

Plantmania, Cooking & Gardening Program. Term 1

All grade 1/2 classes will have a cooking/gardening session on **Wednesday** morning this term.

- Inquiry Big Idea: "**Ourselves as Learners.**" The important role eating a healthy diet plays in relation to learning/wellbeing.
 - Students will be cooking with the fruit, vegetables and herbs from our garden as much as possible, to make healthy, delicious morning tea snacks.
 - **Thursday's** bread-making sessions are open to all students, with preparation taking place before school, during recess and lunchtime.
 - Breakfast club will be running on **Tuesday/Thursday** mornings this term and may increase when the weather becomes colder.
 - Parents are always welcome to come along and join in these activities whenever they are able.
 - This program aims to build up students' understanding of good sustainable practices and works with teachers & parents to develop awareness school-wide.
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