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**

**Music Composition** - Students will:
- bring their knowledge of rhythm and melody together to create a short piece of music.
- compose a piece of music for an instrument of their choice.
- will be involved in the reading and writing of a selection of rhythms and melodies before beginning work on their individual composition.
- express themselves self through music.

**VISUAL ARTS – Linda Weisser**

3D felt making
Collaborative grade 5-6 installation with contributions from all four grades.
Using art to raise awareness, send a message.
Grade 5/6 students will:
- Think seriously about our human impact on our world heritage environments.
- Describe responses and ideas about the protection of the Great Barrier Reef through the making of a felted collaborative installation.
- Problem solve the construction of and curation of this exhibition.
- Grade fives to learn felting techniques making a 3d felted form.
- Grade 6 to extend their felt making skills, to stretch to their next level of challenge and to teach and support grades five in this art making technique as they have more experience.
- Study, analyze, interpret and make supported judgments about the work of some contemporary textile artists using felt making.

**PHYSICAL EDUCATION – Nuccia Pressuti**

Grade 5/6's will:
- Grade 5/6 will develop both their juggling and gymnastics skills.
- They will also be introduced to Hot Shots Tennis, preparing for a new Summer Sport introduced this year.

**LITERACY SUPPORT - Kay Headland**

All students who attended literacy support sessions last term will continue to attend until the end of this semester. Our main reading focus will aim to improve our higher order comprehension strategies.(reorganisation, inference, vocabulary, evaluation, reaction). Students need a variety of opportunities to look for key clue words when the meaning is ‘inferred’ not directly stated in the text.

To this end, we will continue to discuss, interpret and analyse, a variety of fictional/non fictional texts from all genres. National Geographic magazines & internet articles linked to class inquiry topics are often utilised.

A range of exciting narratives and meaningful persuasive articles will be used for writing stimulus. Together we will analyse the strategies and techniques demonstrated by the writers. Students will be encouraged to try to implement some of them, to make their writing more effective. Spelling and grammar/punctuation activities will be taught each session and will be linked to the reading texts or students' personal writing.

My learning intentions will be clearly stated before each session. I intend to:
- Use open-ended, engaging and invitational questions.
- Cater for individual needs within the groups by differentiating the activities.
- Give immediate feedback to all students with regards their literacy goals. Bounce-Back language & mindfulness emotional coaching using the power of ‘yet’, will put the emphasis on their efforts & persistence.