SPECIALIST OVERVIEW Term 1, 2015

Specialist roles and working days for 2015:

Chris Angus – Literacy Support (P-2): Tuesday, Wednesday, Thursday, Friday

Kay Headland – Literacy Support (3-6): Tuesday, Thursday, Friday (voluntarily runs the Cooking/ Gardening Program on Wednesdays)

Brooke Johnson – Performing Arts (1-6): Tuesday, Wednesday, Thursday, Friday

Linda Weisser – Performing Arts (Prep): Monday; Visual Arts (Prep and 3-6): Tuesday, Wednesday, Thursday

Louise Arbanas – Visual Arts (1-2): Tuesday and Thursday

Nuica Presutti – Physical Education (1-6): Tuesday, Wednesday, Thursday, Friday

Ngaire Smith – Physical Education (Prep): Monday; (other teaching roles Tuesday – Friday)

Melissa Martin – Student Wellbeing Officer: Tuesday and Thursday

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<tr>
<th>Physical Education</th>
<th>Performing Arts</th>
<th>Visual Arts</th>
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<td><strong>Prep</strong></td>
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<td>Students will be focusing on Athletics and Throwing and Catching. During the ‘Athletics’ unit, students will be introduced to skills and techniques used for individual athletic events such as: sprinting, shot put, discus, long jump and scissor jump. During the ‘Throwing and Catching’ unit, students will learn fundamental motor skills associated with throwing and catching and apply those skills with partners and in small groups.</td>
<td><strong>Music Focus</strong> Students will begin by getting to know each other, their music teacher and the physical space. Both the art and music lessons will take place in the art room in the HOF with Linda. Music is about aural literacy, so we are focusing on learning to hear. We will begin with listening for and playing the beat by clapping/stomping/ and using rhythm sticks to the beat of songs. Students will be building confidence in singing and become familiar with the names and sounds of some percussion instruments.</td>
<td>Students will begin by getting to know each other, their art teacher, the work space and the equipment. Art is about visual literacy, so we are focusing on learning to see and the arts language and arts skills needed to express our observations, ideas and feelings to create original art works. Students will be supported to master the technical skills needed to make 2D art works, e.g. using oil pastels, cutting, pasting, etc. Students will be encouraged to develop their self-knowledge and understanding of their personal strengths. They will learn to be reflective thinkers in the arts by focusing on the key features of their own and other artworks.</td>
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<td><strong>Years 1-2</strong></td>
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| Students will be focusing on Cooperative Games. Co-operative Games are closely associated with the Bounce Back Program and students are encouraged to work together as a team and use strategies for best team performance. This unit allows them to practise social, co-operative, problem solving and communication skills. The games include the use of the parachute, balloons, hoops, ropes and partner counter-balances. The other focus is Athletics for the remaining 1/2 grades. Students will be introduced to skills and techniques used for individual athletic events such as: sprinting, shot put, discus, long jump and scissor jump. | **‘Flight of the Bumble Bee’** Students listen to, discuss, move to and analyse this famous piece of music. They learn about the life of the composer Nikoli Korsakov. They use musical terminology to explain what they hear. They view the music of this piece and make links to the pitches they hear and notes on the stave. | Drawing Focus The overarching inquiry for the term, ‘What Is Beauty?’ will have students seek out beauty in the ordinary and everyday, identifying features such as variation in colour, shade, texture and form. They will learn how to create their own ‘still lifes’ and examine drawing techniques for implying 3D form and texture such as the use of line, shape, value scale (tonal variation) and cross hatching to create shadow. We will examine the drawings of other artists to determine various methods for making objects ‘appear’ 3D in artworks. Students will also learn a variety of relaxation techniques, allowing }
### Physical Education

Please ensure that your children are wearing the appropriate footwear on their Physical Education day, so they will perform to their best ability and avoid any unnecessary injury. Sandals and Crocs are not considered to be safe footwear during Physical Education classes.

### Prep Visual Arts

**Prep parent helpers needed for the art room.**

Would you like to come to your child’s art lesson and help the newest KPS kids with their transition to primary school? There are many small tasks you can do to help within the art lesson and the students love having extra adults around to listen to their stories about their art work. You can come each week or every now and then, toddlers welcome. Ask your class teacher when your child has art. Contact Linda Weisser and leave your details. Hope to see you soon.

weisser.linda.a@edumail.vic.gov.au

### Literacy Support (P-2) with Chris

Specific students from Years 1-2 are supported in their reading and writing through a two or three hour weekly program comprising guided reading and writing plus other literacy activities. The main aim is to improve the children’s range of strategies when they are reading or writing. Word study is also practised with an emphasis on word building and spelling. I also take approximately four children over the school year, for Reading Recovery™ which is a literacy intervention program and targets students in Year One. It is very pleasing that all groups are already up and running.

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<th>Years 3-4</th>
<th>Students will play Invasion Games. The aim of Invasion games is to score more points than your opponent within a given time, while keeping the opposition’s score to a minimum. Invasion games allow students to develop skills vital for all team games and encourage communication in a sporting environment.</th>
<th>Drama Focus – ‘The Lion King’ Students learn about musical theatre through ‘The Lion King.’ They discuss what elements make up a musical. They act out scenes from the ‘Lion King’ using the body movements of animals, including personality traits of animals. They act out scenes and move to African music.</th>
<th>3D Construction Focus Designing gathering spaces and thinking about points of view: Design and build a fun gathering space, for a “Transformed Toy” which will be made by altering old toys into a new character. We will focus on construction skills, how to make things fit together, and build a space for our toy. We will learn how to choose the best joining method and the most appropriate materials to solve a particular problem. We will learn about different tools and attachment techniques for each of the different construction materials including paper, card, plastic and wood. We will look at artworks and images and think about spaces from different points of view.</th>
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<td>Years 5-6</td>
<td>Students will be involved in the major game of Bat Tennis, including the rules, ball handling skills specific to Bat Tennis and playing modified games that incorporate game strategies.</td>
<td>Ukulele Focus Students learn and discuss the different parts of a Ukulele. They learn to strum in time and hold the instrument correctly. They learn the name of the strings and up to five chords. They will play short pieces as a group on the ukulele, as well as short pieces to an accompaniment.</td>
<td>Drawing Focus Drawing can be based on a shape. Beneath the shape is a structure or skeleton. Different drawing media have different effects and qualities. Students will develop skills in selecting media for particular effects.</td>
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**Literacy Support (3-6) with Kay**

I’ll be working with mixed groups of grade 3 and grade 5 students from all classes across school this term. These nominated students will work with me for 3 hours a 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 skills. It aims to target specific individual needs, therefore giving students an extra “boost” with their literacy skills. Groups are formed by looking at the school-wide assessment data gathered at the end of 2014. Many students who received literacy support last year demonstrated pleasing results, and the feedback from classroom teachers, students and parents was also positive.

**Plantmania Cooking & Gardening Program for Term 1 (Overview by Kay Headland)**

All grade 1/2 classes will have a cooking/gardening session on Wednesday morning this term. We 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 morning this term and may increase when the weather becomes colder. Parents are very welcome to come along and join in these activities if you are able.

**Bounce Back (Overview by Melissa Martin)** The Bounce Back program is delivered by classroom teachers.

At KPS we actively teach the skills and attitudes that children need to cope with the difficult things that happen in life. This builds a community that is more able to face everyday challenges and setbacks, manage and regulate their emotions, feel empathy for others and be able to take risks and cope with challenges in their learning. Children will face many challenges in their lives such as making mistakes, experiencing friendship problems, moving house or school. They may need to adapt to family breakdowns, a step family or illness or death of a family member. The BOUNCE BACK! Wellbeing and Resilience program teaches children the skills and attitudes to help them become more resilient.

The BOUNCE BACK! Program, developed my Helen McGrath and Toni Noble (2011) is taught in each grade throughout the year. This program can help your child: use helpful thinking when dealing with a problem or difficulty, be more optimistic and hopeful, talk to people they trust to get a reality check, manage strong emotions and moods, get along with others, set goals and not give up, be more accepting of differences, find their courage and face fears. When parents reinforce the key learnings at home, students will get the most out of the program.

The program starts by exploring values. Our values are statements about how we think we should behave and what we believe is important. Our values are our moral map, which guide our behaviour and actions. Acting on pro-social values can increase your child’s sense of being a decent, worthwhile person and help them to be more resilient. Some ideas to support this unit of work at home:

- Play age-appropriate board and card games with your children. This provides an opportunity for you to reinforce playing fairly by following the rules of a game and not cheating. Playing games with your children also provides an opportunity for them to practise social skills such as being a good winner and loser.
- Help them to develop kindness and a sense of fairness towards others who are less fortunate than themselves. Model for them, some ways to support others who are in need.
- Encourage your child to appreciate and return the kindnesses and care they receive from others.
- Present different people’s points of view when talking problems through with your child. This helps them gain a sense of what’s fair for everyone involved.
- Give your child regular chores and give them positive feedback when they do these without being reminded. Stress that people will trust and respect you more when you behave responsibly.
- Model cooperative behaviours for your child by working with them on a project (e.g. building a model) or task (e.g. tidying up the garage). Comment on how and why things went well (e.g. you both did a good share of the work, each did the part they were good at and each respected what the other person did).
- Provide opportunities for your child to socialise with their extended family, neighbours and friends, and participate in community groups such as clubs and sporting teams. Emphasise the importance of being friendly and accepting differences in people and discuss with your child how they might do this in each situation. Show them by example too.