

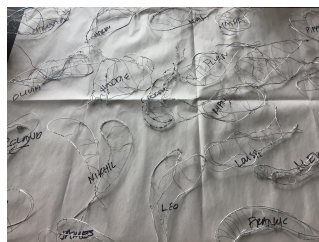
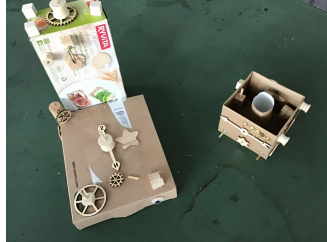
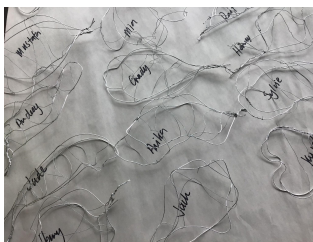
Art

SNAP SHOT

FOUNDATION - Have begun their unit on paint. Students explored colour mixing and line through using tools and motion to move the mediums around. Students then looked at their abstract pieces and discussed what they saw in their work.



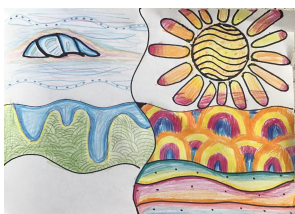
YEAR 1 AND 2 - Students have been working on their construction skills. Year 1s are working with wire to create bird wings. The principle of balance was explored in creating shapes of wings that were symmetrical. Year 2s have been glueing, pinning and sticking the final touches to their Steam Punk time machines before painting them.



YEAR 3 AND 4 - Students have been working on making collage papers for their final pieces. Year 3s have been focussing on creating value scales by layering black and white paint. Year 4s have been making Gustav Klimt inspired patterns, also working with metallic gold paint. Students used stamps and stencils to create their patterns.



YEAR 5/6 - Students have developed their line patterns, inspired by Indigenous Artist - Jingalu. Students have worked toward finalising their plans and sketching their compositions onto water colour paper.



Music

SNAP SHOT

FOUNDATION

In Music, Foundation students developed their ability to identify a beat: playing games such as 'beat ball' to perform actions in-time with a changing beat. Students continue to imitate melodic contours through call-and-response activities and playing 'poison melody'.

Foundation students performed as a class ensemble, reading and playing a rhythm grid; using hand percussion instruments to perform in-time with their classmates.

Students listened and responded to Vivaldi's "Four Seasons", discussing what features of the music reminded them of the different weather they experienced throughout the year.



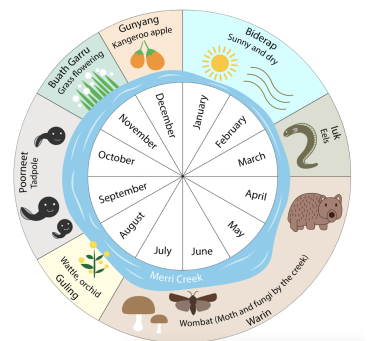
YEAR 1 & 2



In Music, year 1 & 2 students have explored musical purposes: Why do we perform music? Students also discussed why birds sing and how animals might use music to communicate.

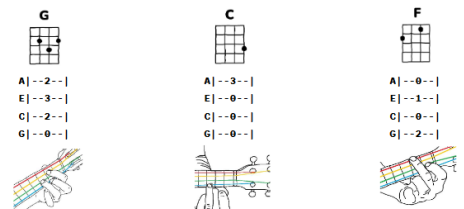
Students listened and responded to Vivaldi's "4 seasons", identifying musical features that communicated the 'feeling' of each season.

Students explored the 7 seasons of Kensington, drawing on the Woi Worrung traditional calendar. Students proposed musical adjectives to describe the events and feeling of each season.



YEAR 3 & 4

In music, students continued their study of the ukulele. Students practised the G, C and F major chords, attempting to accompany the song "I have a mouth to speak". As an ensemble, students mastered the 12 bar blues, playing along to Canned Heat's "Let's work together".



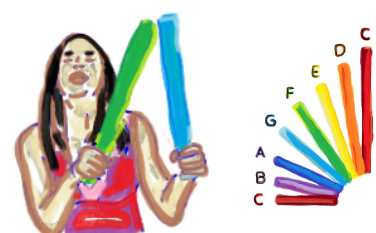
Students listened to various instrumental pieces, identifying and describing variations in tone colour. Students responded to Nikhil Bannerjee performing "Raga Komala Rishab Asawari", by discussing emotion and texture.

Students discussed performance spaces and contexts: brainstorming a casual music performance space for Kensington Primary School.

YEAR 5 & 6

In Music, students continued to develop their ensemble skills. Working with boomwhackers, % students performed a simplified version of Darude's "Sandstorm". Students learnt and performed "Korobeiniki" with variations in pace, focusing on ensemble cohesion.

Students listened and responded to a variety of instrumental music, describing contrasts in tone colour and the effect these variations had on the overall emotional piece.



feeling of each

P.E

SNAP SHOT

Foundation to Year 2

In P.E. Foundation students are continuing to expand their knowledge about static shapes such as a rocket, star and arabesque. We have discovered that static shapes need to be held for at least 10 seconds whereby we squeeze our muscles for ultimate core strength. Students have practised safety landings around the school ensuring they know how to land safely when dismounting equipment in the playground.



YEAR 3 & 4

In Year 3 & 4 students have completed the Athletics component this term revising triple jump, shotput and baton change during circular relays. They are now creating dance steps for a hip hop dance. Together they identified characteristics of hip dance and continued to create 3 dance steps for a theme dance. Students chose themes such as basketball, Minecraft, swimming, tennis, cricket and so on.



YEAR 5 & 6

In P.E. Year 5 / 6 are revising netball skills such as pivoting and practising netball drills to reinforce their footwork. Students prepared fixtures, scorecards, wrote newsletter articles, practised their umpiring, created netball warm ups, nominated netball positions for their teams all in preparation for their first game in the SEPEP Netball tournament.



Spanish

SNAPSHOT

Please note that Spanish runs on a two year cycle for years 1-2, 3-4 and 5-6, in line with the curriculum.

Foundation

In Spanish, students learnt about "tengo" (I have) in Spanish. They worked on the macro-skills of speaking and listening, building up their understanding on the use of have in everyday contexts like speaking about age, classroom objects and connecting this to prior learning on family members.



1-2

In Spanish, 1/2 students learnt about their age in Spanish. They applied this knowledge to the creation of a role play. Additionally, they used "tengo" (I have) to build on their prior knowledge about family members and numbers to express age.

3-4

In Spanish, 3/4 students learnt about Spanish-speaking country flags and used their knowledge to apply the spoken language "¿De dónde eres?" (Where are you from?) and "Soy de" (I'm from ____). They also applied "Me gusta" (I like) to new contexts. Students also surveyed their peers in Spanish to find out what the most popular and least popular hobbies were.

5/6

In Spanish, 5/6 students built on their learning about countries with the phrase "Soy de" (I'm from). This fits into our learning this term about letter writing.

Spanish News!

About our sister school in Spain

Through the Spanish consulate in Melbourne, we have been lucky enough to connect with a sister school in Spain. This term, our 5/6 students have been writing letters to pen pals in Colegio Alfares, in Seville, Spain. All letters are read to ensure that student privacy is protected and in line with our privacy policy.

Language Assistants in 2022

Kensington P.S. has won funding for a language assistant next year. We have reviewed more than 30 applicants and the Department is processing the successful applicant's details. More news to come!

