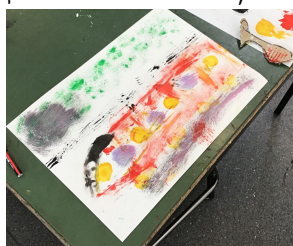


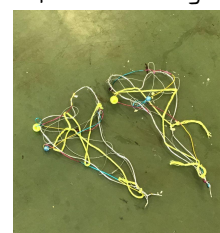
# Art

## SNAP SHOT

FOUNDATION - Foundation students have been exploring the medium of acrylic paint and using various tools such as sponges, cardboard, foam shapes and netting to create pictures of things that move. Another reminder here to please make sure your child has an art smock in their bag! Thanks :)



YEAR 1 AND 2 - Year 1s have continued constructing the features of their bird sculptures, weaving wool through their wire wings and twisting pipe cleaners into feet. Year 2s have begun the first steps of achieving a rusted metal look in their Steampunk time machine sculptures, applying acrylic paint, focusing on correct paint brush grip and applying paint with even strokes.



YEAR 3 AND 4 - After finishing our collage papers, students have begun to apply their coloured papers to their collage designs. Year 3s are working on a Megan Coyle inspired landscape and Year 4s working on a scene that reflects the title "Why I live here." The Year 4s have been able to use the mono printing technique in assisting them cut out the correct shapes when layering their collage.



YEAR 5/6 - Students have finished their plans and have begun to explore the medium of watercolour, testing out colours, different brushes and some simple watercolour effects such as layering, wet on wet and dry brush.



# Music

SNAP SHOT

## FOUNDATION

In Music, Foundation students explored sound and vibrations: identifying which parts of instruments vibrate to produce sound. Students explored how they could manipulate percussion instruments to produce a variety of sounds and articulations. Students read "Wombat Stew" as a class and proposed their own percussion instrument articulations to "colour" each ingredient as it entered the wombat stew.

Foundation students read symbolic notation to perform the 'percussion can can' and 'eine kleine nachtmusik' as a class ensemble.



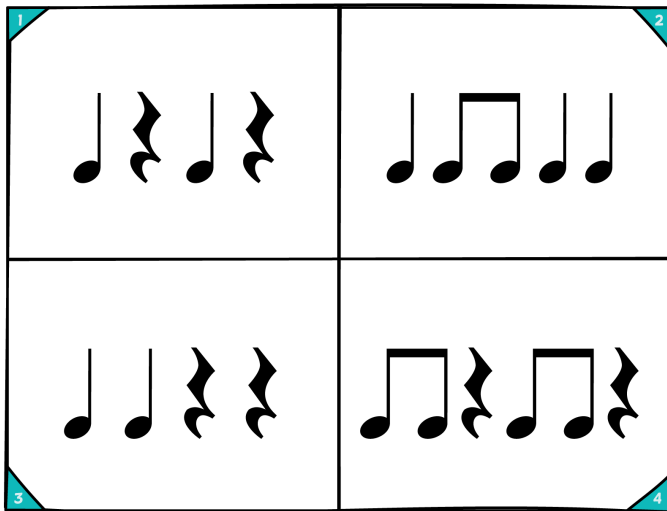
## YEAR 1 & 2

In Music, year 1 & 2 students explored sound and vibrations: identifying which parts of instruments vibrate to produce sound. Students used this knowledge to group instruments into families.

Students explored how they could manipulate percussion instruments to produce a variety of sounds and articulations.

Year 1 & 2 students read symbolic notation to perform the 'percussion can can' and 'eine kleine nachtmusik' as a class ensemble.





### YEAR 3 & 4

In music, students used targeted vocabulary to identify and describe rhythmic features of music that they listened to. Students revised stick notation and rhythmic syllables; using stick rhythm cards to perform a class rhythm in time to a steady beat.

Year 3 & 4 students learned to read ukulele tablature. Students read and performed "Smoke on the Water" and "Ode to Joy" using tablature. Students continued to practise changing between ukulele chords by memorising the 12-bar blues in C major and playing along to Canned Heat's "Let's work together".

### YEAR 5 & 6

In music, year 5 & 6 students used targeted vocabulary to identify and describe rhythmic features of music that they listened to. Students revised stick notation and rhythmic syllables; using stick rhythm cards to perform a class rhythm in time to a steady beat.

Students continued to study composition and songwriting techniques, focusing on 'process-driven' song writing; exploring the work of pop stars Olympia and Kram.

In pairs, students began to design their own compositions using a set musical structure. Students brainstormed a theme and how best to communicate their theme using limited instrumentation.

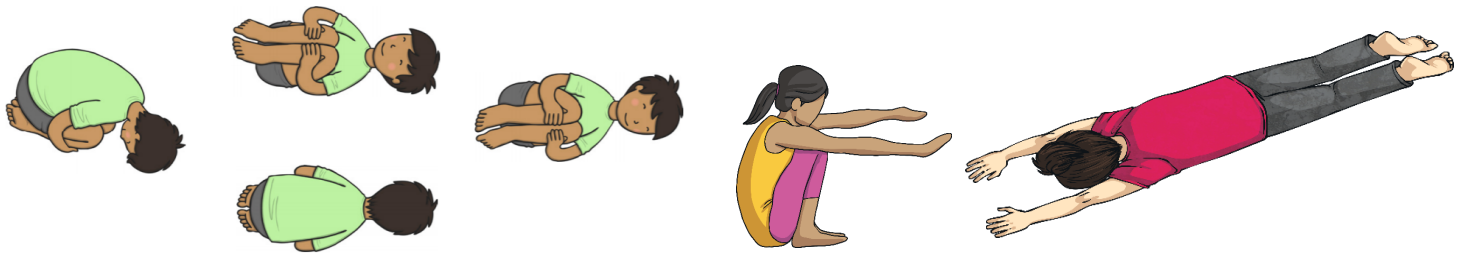


# P.E

## SNAP SHOT

### Foundation - Year 2

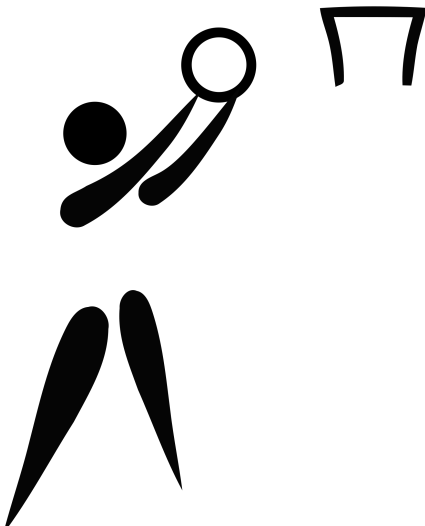
In P.E. the students are continuing to focus on static shapes, especially the rocket, star and tuck shape. We are converting these shapes into gymnastic rolls such as the log roll, egg roll, rock and roll and side to side egg roll. Students are beginning to understand how these shapes transfer into other gymnastics domains.



In P.E. the Year 3/ 4 students have been focusing on what the elements of hip hop dance are and creating their own hip dance. Their hip hop dance included elements of bounce, swag using both their arms and legs. Formation was also discussed such as line formation, circle formation and finishing their dance with a pose or bow.



In P.E the year 5/ 6 students are continuing to focus on playing their SEPEP Netball games within their grades. Grades who have sorted which team is in the finals are further preparing game play and strategies to improve their overall netball skills.

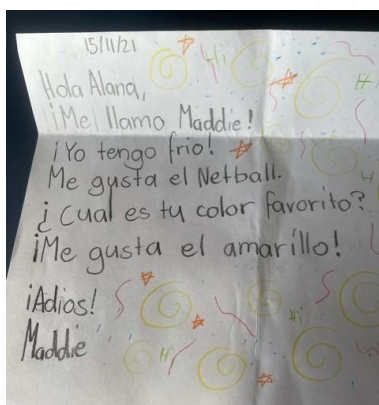
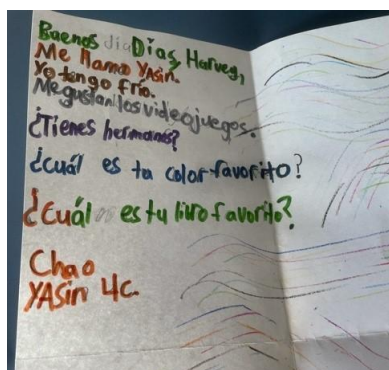




# Spanish

## SNAPSHOT

Foundation - 2 students learnt about building sentences in Spanish and the verb tengo (I have). They practised applying tengo to spoken contexts about age in collaborative learning rotations. They learnt about word order of nouns and objects by revisiting colours and animals in the book *Oso pardo, oso pardo, ¿qué ves allí?* (Brown Bear, Brown Bear, What do you See?).



Year 3/4 students wrote letters to their school-based pen pals, utilising language they have learnt this year.

Year 5/6 students created Australian animal decorations for their pen pals at our Sister School in Spain.

