

SEMESTER 1: SPECIALIST OVERVIEW 2024 SENIORS (GRADES 3-6)

STUDENT WELLBEING AND PERFORMING ARTS

During Semester 1, students have explored the “Play is the Way” concepts of ‘Be brave: Participate to progress’ and ‘Treat others as you would like them to treat you’. They have worked through the Resilience Project key principle of ‘Empathy’ and ‘Mindfulness’. They have explored the topics of ‘Positive Gender Relations’ and ‘Problem Solving’ in the “Respectful Relationships” program. Through active participation, students have:

- worked collaboratively with their peers to participate in drama games, role plays and other group tasks.
- explored using their voice, space and body movement to create characters and express emotions in a performance.
- used scripted drama and improvisation, to develop characters and situations and responded to feedback to make their performances more engaging for the audience.
- performed in a role play of an Aesop fable and evaluated their performance based on criteria such as if they faced the audience, projected their voice or used space or characterisation.
- created a piece of art for the Art show depicting their understanding of “fixed” and “growth” mindset.
- explained the meaning of the “golden rule” and given examples of what it might look like.
- performed in role plays with others with problem solving scenarios.
- described ways to show empathy to others and acted out what they might look like.
- made posters in groups describing what violence is and listing different types.
- explored through discussion and role play the role of the victim, bystander and bully in different scenarios and possible actions to get help.
- created emotion ‘statues’ using their body and facial expressions, to identify how different characters would feel in different scenarios involving violence.
- acted out different scenarios of gender based violence that might happen at school such as a child being excluded from a game based on their gender.
- demonstrated an understanding of what gender based violence is, how it makes those involved feel and how those involved could act in the situation.
- reflected on what things make a healthy relationship with others.
- performed role plays involving expected and unexpected behaviours at school and identified expected and unexpected behaviours at school.

MUSIC

In Music this semester, students developed and practised technical skills and expressive elements of music by singing, dancing and playing instruments. Students made and responded to music independently and collaboratively with their peers, using their voices, movement, instruments and equipment safely and appropriately. They explored music from different cultures, times and locations through listening, performing and composing. Students have been encouraged to have a positive, curious mindset while experimenting with different elements of Music this semester. Through active participation, students have:

- explored a variety of dance styles, including Tap-dancing. Students learnt an intermediate level Tap-dance routine, then worked in small groups to choreograph their own Tap-dance routine, using a combination of the steps they had learnt.
- performed in front of their peers this semester, either when dancing or playing instruments.
- practised giving respectful, encouraging and useful feedback to their peers.
- learnt a Hip-Hop dance routine and worked in pairs to choreograph some of their own moves to add to the routine.
- worked in groups to create, compose and rehearse a musical piece, using percussion instruments, voice and keyboard, depicting a strong emotion, and then performing it to the class.
- learnt and memorised how to play *Yellow Submarine* on the keyboard with accuracy and then played it together with the whole class.
- worked in small groups where they were encouraged to share their ideas and moves to create and choreograph some sequential dance steps.
- discussed which music styles and genres they enjoyed or didn’t enjoy, and expressed their reasoning and ideas with the class.

PHYSICAL EDUCATION

During Semester 1, the Senior students immersed themselves in a wide variety of motor, movement and team exercises, such as Athletics, Basketball, Hockey and Volleyball. Through participation in such activities, students have:

- practiced and refined their use of object control skills, especially throwing, catching and striking.
- applied concepts of fielding and retrieving, through their participation in fielding/base games.
- manipulated and modified the elements of effort, space, time, objects and people to perform movement sequences, demonstrated through their involvement in games.
- applied critical and creative thinking processes in order to generate and assess solutions to movement challenges.
- participated in physical activities designed to enhance fitness and endurance.
- discussed the impact of regular participation on health and wellbeing.
- adopted inclusive practices, such as team play and the following of rules when participating in physical activities.
- demonstrated ethical behaviour and fair play that aligns with rules when participating in a range of physical activities and team related games.
- participated in minor games and physical activities by refining and linking fundamental movement skills.
- applied movement concepts strategies for the various events such as Athletics and Interschool Sports.
- discussed strategies to maintain good health, keeping safe and being active.
- discussed leadership qualities and encouraged one another throughout lessons.

VISUAL ART

During Semester 1, students have worked in the areas of drawing, painting, collage and digital design, exploring and incorporating the art elements of line, shape, colour, texture, value and space to create contrast, balance, pattern, scale and unity into their visual art works.

Through active participation, students have:

- explored personal imagery and symbolism to create a unique design.
- considered compositional elements such as scale, contrast and colour.
- generated design ideas to create a circular artwork.
- explored mark making through action painting techniques to create abstract art
- created movement through collage and radial symmetry
- blended harmonious colours using oil pastels
- created the appearance of form and texture through painting techniques such as overlapping, direction and highlights
- consider balance and symmetry within the composition
- discussed how artists express ideas and use materials, techniques and elements in their artworks.
- described techniques and ideas expressed in their own and others artwork.

ITALIAN

During Semester 1, students worked both independently and collaboratively on tasks that focused on both cultural and language-based activities in Italian. Through active participation, students have:

- worked with their peers/teacher to participate in games and think/ pair/share, to show an understanding of the content taught.
- researched a famous Italian landmark and produced a google slides presentation including images and a minimum of five facts.
- presented their slide show to the whole group and completed a self-evaluation of their slide presentation to the group.
- expressed simple Italian language phrases and words, such as greetings, and how old they are.
- demonstrated an understanding of some feeling/emotion language in Italian and expressed how they felt.
- worked in pairs to exchange greetings, and some simple facts about themselves.
- applied key grammatical structures to form simple sentences, including the use of definite articles, gender and singular and plural forms, to create a slide presentation about their family: 'La Mia Famiglia'.
- explored using space and body movement for actions to 'Gioca Jouer' showing a simple understanding of kinetic energy.
- learned about the famous character, 'Arlecchino', his background, personality and how 'zanni' characters are portrayed in theatre skits in 'La Commedia dell'Arte'.
- created an 'Arlecchino' paper puppet in response to the story.
- demonstrated an understanding of body language in Italian by labelling an outline image of a body.

DIGITAL TECHNOLOGIES

During this Semester, the Senior students learnt about CyberSafety and how to use a variety of programs and resources to design, create and communicate ideas. In Term 1, the students had a focus on the components and functions of computers. Within this they looked at how a computer processes input and output devices as well as how data is collected and displayed. In Term 2, the students had a focus on STEM and designing an item using digital devices to meet a specific need. Through active participation, students have:

- reviewed the rules and expectations for Digital Technologies lessons.
- discussed and identified ways to use technology safely.
- reflected on how to be cybersafe and how to use the strategy 'stop, block, tell'.
- connected to Google Classrooms to access and upload tasks.
- worked both independently and collaboratively to complete tasks.
- shared their work with their peers and provided verbal feedback.
- identified input and output devices.
- converted numbers into binary code.
- ordered the process of creating electricity using coal and renewable forms such as wind and solar.
- created a Google form to digitally collect data.
- analysed data, making statements based upon their observations.
- used the information they have gathered to inform the design process of creating an olympic mascot.
- replicated their design in Tinkercad to be printed using a 3D printer.
- reflected on the design process and how they worked within their team.