



SPECIALIST CLASSES

Parent Information

Term 3

Overview 2020

CONTACT DETAILS

Art

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L.O.T.E. (Italian)

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Physical Education

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Performing Arts

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Physical Education

This term will see a focus on the fundamental motor skills in the junior levels and fitness in the senior levels. Students in the junior levels will learn a range of movements in the areas of bouncing, striking, running and balance. Senior students will develop their fitness in areas such as agility, flexibility and stamina.

In **Prep**, students will begin to learn the basic techniques for bouncing, running, striking and balance and rehearse these through a variety of activities. They will complete easier or harder situations which match their abilities to ensure they continue to develop their skills.

In **Year One and Two**, students will continue to develop their skills for bouncing, running, striking and balance and rehearse them through a variety of activities. They will create easier or harder situations which match their abilities to ensure they continue to develop their skills.

In **Year Three and Four**, students will complete a range of activities in order to develop their fitness in component areas such as agility, flexibility and stamina. They will continue to develop these areas and start to think about how fitness affects their body.

In **Year Five and Six**, students will complete a range of activities in order to develop their fitness in component areas such as agility, flexibility and stamina. They will continue to develop these areas and think about how fitness can be applied in different game situations and sports.

Performing Arts

During Term Three Home Learning, **Prep** students will be concentrating on the dance curriculum. They will use their body to create fundamental locomotor and non-locomotor movements whilst exploring safe movements. They will also respond to questions based on their movement and express what they enjoyed and why.

During Term Three Home Learning, **Year 1 and 2** students will be concentrating on the dance curriculum. They will explore safe dance practices whilst using fundamental locomotor and non-locomotor movements with their body. They will be given the opportunity to recognise different dances in different cultures and explain what it communicates to an audience.

During Term Three Home Learning, **Year 3 and 4** students will be concentrating on the dance curriculum. They will explain how dance communicates meaning by comparing dances from different cultural contexts. They will also participate in various dance sequences becoming aware of safe dance practices.

During Term Three Home Learning, **Year 5 and 6** students will be concentrating on the dance curriculum. They will explain how dance communicates meaning by focusing on Aboriginal and Torres Strait Islander dance. They will also participate in various dance sequences becoming aware of safe dance practices.

Visual Arts

Once again the Overview in the Visual Arts for Term 3 has had to be adjusted to accommodate offsite learning.

Tasks that I will set for the students this term will include painting, collage and drawing. I will also post some activities that can be done if the set art lesson is completed before the due date.

As was the case in Term 2, lessons set may take only one week or may require two weeks, I will include the timing in the lesson plans I post. Once again please do not panic if it takes longer, simply do the best you can.

It would be a good idea to collect newspapers, magazines, some hobby glue and coloured paper as well as anything you think might come in handy for our creative endeavours.

I would be really grateful if you could purchase a permanent black marker and some paints to work with in the weeks to come. Watercolour paints are really easy and fun and can be bought at any \$2 shop, newsagents, and supermarkets or online from Riot or Zart Art.

Our first weeks will be devoted to drawing tasks, so that will give you some extra time to gather odds and ends. When the set task is completed could I ask you to send a copy to my email address below so that I can keep a record of what has been completed and submitted.

Looking forward to hearing from each of you. Be safe.

L.O.T.E. (Italian)

Prep students will continue to communicate simple language and reproduce the sounds of the Italian language. They will participate in shared action related talk and play with peers and teachers, contributing ideas through key words, movement and song. Topics will include, L'Alfabeto, (The Alphabet) I Numeri, (Numbers) 1-20, Story- Giacco e IL Fagiolo, (Jack and The Beanstalk) and La Festa del Papa.

Year 1 & 2 students will continue to review and share with teachers and peers what they can express in Italian. They will participate in shared reading/viewing of short imaginative texts and respond, for example by drawing or miming. Some topics will include: Il Calendario, I Numeri, (The Numbers) beyond 30, Story- Giaco e Il Fagiolo, (Jack and The Beanstalk) and La Festa del Papa.

Year 3 & 4 students will participate in everyday classroom activities by using their understanding of the Italian sounds and pronunciation. They will also have the opportunity to ask and respond to questions in Italian. Some topics will include Il Calendario, (The Calendar), Story- Cenerentola, (Cinderella), La Festa del Papa and oral language activities.

Year 5 & 6 students will continue to develop pronunciation and intonation of Italian specific sounds. They will use grammatical knowledge, to interpret and create meaning in Italian. They will have the opportunity to listen to, read and respond to text. For example, reading Avanti and Cappuccetto Rosso, (Little Red Riding Hood)- including role play and conversation. Topics will include: I Numeri, (The Numbers- beyond 100) and La Festa del Papa.