



# **SPECIALIST CLASSES**

## **Parent Information**

### **Term Four Overview**

#### **2018**

### **CONTACT DETAILS**

#### **Art**

Mrs Mal Orr

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#### **L.O.T.E. (Italian)**

Mr Carlo Martello

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#### **Physical Education**

Mr Shaun Tobin

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#### **Performing Arts**

Miss Carmen Carnovale

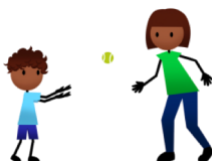
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#### **Digital Technologies**

Miss Georgina Hession

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### **Physical Education**



**Prep:** This term, the Preps will be continuing with hand-eye coordination skills of bouncing and catching, using tennis balls. They will practice these skills through learning how to playing tennis.

They will continue with movement games that focus on evasive skills and body coordination. They will be introduced to striking games involving cricket and softball, using the skills of catching, throwing, fielding and hitting.

The Preps will also be learning to swim in Week 4 starting on the 29<sup>th</sup> October for a full week of swim school at MSAC, which will be followed by the Galilee Swimming carnival on Friday November 16<sup>th</sup>.



**Year One and Two:** This term, the Year One and Two students will be continuing with hand-eye coordination skills of bouncing and catching, using tennis balls. They will practice these skills through learning how to playing tennis.

They will continue with movement games that focus on evasive skills and body coordination. They will be introduced to striking games involving cricket and softball, using the skills of catching, throwing, fielding and hitting.

The students will also be learning to swim in week 4 starting on the 29<sup>th</sup> October for a full week of swim school at MSAC, which will be followed by the Galilee Swimming carnival on Friday November 16<sup>th</sup>.



**Years Three-Six:** This term, the Year 3-6 students will be learning the skills of cricket, tennis and softball. This will include hand-eye coordination; fielding, catching, throwing and striking skills. We will also be looking at tactics and game awareness skills.

The students will also participate in the Galilee Swimming Carnival on Friday 16<sup>th</sup> November at MSAC.



## **Performing Arts**

In **Prep and Year One**, students will build on their knowledge of rhythm built through their singing and improvising on percussion instruments in Term 1. Students will use body percussion to learn basic rhythmic patterns of ta and ti ti and write and perform their own compositions.

In the second half of Term 4, students will learn a Christmas carol to perform at our whole school Carols by Candlelight.

In **Year Two and Year Three**, students will build on their knowledge of rhythm built through their exploration in Term 1 of rhythm and form using percussion instruments. Students will use body percussion and write rhythmic patterns of ta, ti ti and tika-tika and perform their own compositions.

In the second half of Term 4, students will learn a Christmas carol to perform at our whole school Carols by Candlelight.

In **Year Four, Five and Six**, students will explore pitch, rhythm and time, form, dynamics and tempo. They will use a range of body percussion as well as percussion instruments including boomwhackers, xylophones and handbells. They will write rhythmic patterns of ta, ti ti, tika-tika and za and perform their own compositions.

In the second half of Term 4, students will learn a Christmas carol to perform at our whole school Carols by Candlelight.



## **Visual Arts**



**Years 5 & 6** students will use vibrant watercolour paints to decorate their clay dragons made in Term 3 and then complete their circular owl weaving using wool, felt and feathers. They will also work on completing any overdue tasks in readiness for our annual art show before undertaking our last unit for Term 4 which will be devoted to art activities based on the theme of Christmas.

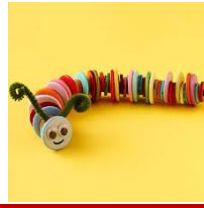


**Years 3 & 4** students will use watercolour paints to decorate their clay frogs made in Term 3 and then complete their animal finger puppet using felt and joggle eyes. They will also work on completing any overdue tasks in readiness for our annual art show before undertaking our last unit for Term 4 which will be devoted to art activities based on the theme of Christmas.



**Years 1 & 2** students will use watercolour paints to decorate their clay owls made in Term 3 and then complete their lion's face using the technique of threading and looping pieces of wool through pre-punched holes around a circle of card. They will also work on completing any overdue tasks in readiness for our annual art show before undertaking our

last unit for Term 4 which will be devoted to art activities based on the theme of Christmas.



**Prep** students will use watercolour paints to decorate their house plaque made in Term 3 and then complete their creating their button caterpillars using the technique of threading buttons onto a pipe-cleaner. They will also work on completing any overdue tasks in readiness for our annual art show before undertaking our last unit for Term 4 which will be devoted to art activities based on the theme of Christmas.

## **Digital Technologies**

In **Prep**, students will continue to develop their knowledge of code, using the coding language Scratch junior. They will recognise the word 'algorithm', as a code that solves a problem. Using scratch junior, students will create a scratch narrative, that will require them to problem solve using algorithms. Students will further develop their coding skills, using the coding applications Box Island and Kodable.



In **Grade One**, students will learn how to log in and out of a computer using their own username and password. They will also learn how to use a mouse to navigate and access their online google classroom. Students will investigate the purposes of google apps, and create and share their own google doc. They will recognise the word font, as the style of text and know the steps required to alter them on their computer. Students will connect their knowledge of code to computers, and form the understanding that computers require code to function. They will continue to develop their coding knowledge, using the coding application Kodable, and the online coding language Logo.



In **Grade Two**, students will develop their coding skills through simple algorithms. They will recognise the word 'code' as a representation of instructions, and 'algorithm' as meaning a code that solves a problem. Students will apply this knowledge to the programming of robots, including Botley and Blue Bots. They will also experiment with code, through the use of the application Kodable, and the online coding language Logo.

In **Grade Three**, students will continue to develop their coding skills using the coding language scratch. They will experiment with importing their own content into the program, one of which will be an avatar of themselves made from a avatar making website of their choice. Students will also investigate how technology can assist in story-telling. They will create their own film using the applications imotion and imovie.



In **Grade Four**, students will continue to develop their knowledge of code, by working collaboratively to create an application. They will use google forum to collect data about real life problems people experience everyday. In response to this information, students will design a app using MIT app inventor (Similar coding system to Scratch). They will also create branding for their app, using the picture editor GIMP. Students will also design a visual prototype of their app using the web application marvel.



In **Grade Five**, students will continue to use HTML, CSS and JavaScript coding languages, to create and update their digital technologies websites. They will further develop these skills through the coding platform Codemoji. They will also investigate the coding language scratch, by creating an animation of their name. They will then add this animation to their webpages. Students will further investigate the photo editor GIMP, by merging photos of animals to create their own hybrid animal.

## **L.O.T.E. (Italian)**



**Prep** students will interact with the teacher and peers to greet and introduce themselves, for example, Buongiorno, Mi chiamo... Sto bene. They will also be learning to reproduce Italian sounds and intonation patterns through imitation and repetition. Students will participate in classroom routines, games and shared activities.

*Ciao*

**Year 1 & 2** students will interact with the teacher and peers to greet and introduce themselves, for example, Buongiorno, Mi chiamo....., Sto....., Ho sei anni, Abito a Melbourne. They will also be learning to reproduce Italian sounds and intonation patterns through imitation, repetition and experimentation. Students will participate in classroom routines, games and shared activities.



**Year 3 & 4** students will use Italian to communicate and to interact, for example, Greetings, Come ti senti? Numbers and Tombola. They will experiment with pronunciation, intonations and use of spelling rules. Students will also create short written texts or dialogues using familiar language and structures.



**Year Five and Six** students will use Italian to interact, for example: exchange greetings, sign of the cross, the Padre Nostro, and give detailed personal descriptions. They will learn how to recognise nouns, adjectives and how the definite article needs to agree with the word, for example: La Pizza e' buona – Le Pizze sono buone. The focus for the term is on food.

