

# Term Four Specialist Newsletter

## Foundation

### **Visual Art Foundation**

This term Foundation will have some fun creating and displaying alien bugs, and continue to develop painting and drawing skills. They will also practise fine motor skills through constructing and connecting, and through adding details to artwork. Students will have multiple opportunities to explore and create with texture, and will be encouraged to refine and improve their work so that it can be presented and displayed. Lots of fun this term in art!

Julie Van Etten

### **LOTE Foundation**

Foundation students will be drawing pictures, playing games and learning to write one-stroke hiragana characters while saying simple sentences about themselves. Students will practise saying sentences like 'I'm Emma.', 'I drew a dog.' or 'I've finished.' There will be lessons when the students go outside to play Japanese children's games and towards the end of term, the students will try some more origami.

Josie Briggs

### **PE Foundation**

This term at SEPS we will be focusing extending students on how we move and experiencing movement in various ways. There will be additional focus on balance spatial awareness through gymnastic clinics which we have identified as a need across the level. The latter part of the term will be focussed on ball skills including catching; throwing and kicking through small sided games. This is aimed to increase participation and enjoyment whilst understanding and following rules.

Mr Jack Rosenblatt and Mr Dave Richardson

### **Performing Arts Foundation**

Hard to believe it's already term 4, but there's no slowing down in Foundation. Following on from their fabulous production performances, this term will bring a tighter focus on music and movement and the ways we can use them to communicate. The term will culminate in a unit on indigenous storytelling, and the important role song, music and dance play in passing on traditional stories.

Johannes Scherpenhuizen

## **Level 1-2**

### **Visual Art**

**Levels 1-2** will explore art techniques through having fun creating alien animals and will focus on the element of texture. They will practise painting smooth and solid, and adding details to artworks. Through art experiences such as construction, rubbings and decorating 3D animals they will practise fine motor skills and create work for display. Students will have multiple opportunities to explore, practice and extend skills and will be encouraged to refine and improve their work. Lots of fun this term in art!

Julie Van Etten

### **LOTE**

#### **Level 1-2**

The focus for Level 1 and 2 students will be learning commonly used verbs and creating simple sentences with them. When writing or speaking, students will make their own sentences, thinking about which words in the sentence can be changed to create different meanings. During games that require students to follow instructions rather than simply copy what someone else is doing, students will practise their listening skills. They will also have a go at giving instructions to other students.

Josie Briggs

### **PE:**

#### **Level 1-2**

This Term the students will be participating in gym sessions with coaches from Highett Youth Club, an AFL clinic and also developing their dribbling, passing and shooting basketball skills. The end of the term will incorporate revision of fitness activities and ball handling skills covered earlier in the year.

Mr Jack Rosenblatt

### **Performing Arts**

#### **Level 1-2**

Following on from their fabulous production performances, term 4 will see levels 1 and 2 consolidating their work on the three performing arts strands covered over the previous three semesters: movement, dance and drama. All contribute to our ability to communicate stories, as the students showed in their recent production work. The term will culminate in a unit on indigenous storytelling, and the important role song, music and dance play in passing on traditional stories.

Johannes Scherpenhuizen

## **Levels 3-4**

### **Visual Art**

**Level 3-4** will focus on exploring texture and use different painting and drawing techniques in creating their art. They will practise using art language to respond to artworks by identifying art elements and using them to enhance their work and communicate their own ideas. They will have a focus on colour, identifying warm and cool, using them to express ideas and have some fun with creating art about alien life on planets. Students will have multiple opportunities to practice and extend skills such as stapling, modelling in 3D and creating rubbings, and will be encouraged to refine and improve their work. They will explore different ways of presenting artworks to enhance their meaning for an audience. Lots of fun this term in art!

### **LOTE**

#### **Level 3-4**

Over the term, students will develop a survey, choosing one question they would like to ask their classmates. Once they have practised the question and prepared a sheet to record the answers on, they will interview all the other students. The students will record the answers on a chart and present the results to the rest of the class. Naturally, this will be done in Japanese so students will need to be able to ask and write the survey question, and answer when interviewed by a classmate.

Josie Briggs

### **PE:**

#### **Level 3 – 4**

It will be another busy term for Level 3 & 4 students with invasion games being a continued focus for the term. We will be using modified games of lacrosse to practice running, catching and throwing skills along with attacking; defensive and evasive strategies. This game was chosen as it challenges students to transfer skills from other invasion games, such as soccer, football and hockey into a new sport, using new equipment. We will have some clinics supporting our program throughout the term, giving additional scope to the skills they are learning and creating links with the community. Looking forward to a great term!

Dave Richardson.

### **Performing Arts**

#### **Level 3-4**

Following on from their fabulous production performances, term 4 will see levels 3 and 4 consolidating their work on the three performing arts strands covered over the previous three semesters: movement, dance and drama. The term will give students the opportunity to experiment with interactive installation based performance, and conclude their previously begun work on Shakespeare.

Johannes Scherpenhuizen

## **Levels 5-6**

### **Visual Art**

**Levels 5-6** will focus on an Emotional Literacy unit of creating art about success and gratitude through positive journaling. They will practise using art language to respond to artworks by identifying art elements and have fun with a mystery box challenge, choosing an element to communicate their own ideas and enhance their work. There will be opportunities to focus on texture, warm and cool colours, and modelling in 3D. Level 5/6 will create and display artwork considering how ideas can be expressed to an audience. Lots of fun this term in art!

Julie Van Etten

### **LOTE**

#### **Level 5-6**

At the beginning of term, students will write letters to students at our sister school in Japan. Next, they will work in small groups to prepare and rehearse a role-play about an exchange student coming to stay with their family. When the groups perform the role-play for their classmates, students in the audience will need to listen carefully to answer questions about each conversation. The assessment will be posted on Compass for parents to look at.

Josie Briggs

### **PE:**

#### **Level 5-6**

Following on from the term 3's focus of running and invasion games, this term we will be adopting a Sport Education model to facilitate our program. The Sport Education model essentially mimics community sport, in that all students will participate in roles such as player, coach, reporter and referee. This fulfils many aspects of the curriculum and caters for inclusion of all students whatever their ability/feelings toward physical activity. The chosen sport is European Handball with modified rules to cater for team size, safety and varied abilities. This sport was chosen as it encapsulates many skills practiced throughout the year including running, catching and throwing, along with attacking and defensive strategies, team work and communication.

Looking forward to a great term

Dave Richardson.

### **Performing Arts**

#### **Level 5-6**

Following on from their fabulous production performances, term 4 will see levels 5 and 6 consolidating their work on the three performing arts strands covered over the previous three semesters: movement, dance and drama. The term will give students the opportunity to experiment with interactive installation based performance, and conclude their previously begun work

on Shakespeare. With grade 6 graduation fast approaching, some of our class time will be given over to preparations for the big night.  
Johannes Scherpenhuizen