

# SPECIALIST NEWSLETTER

## TERM 1 2023, Levels 3 & 4

### Physical Education: *Chris Harvey & Georgia Kyrkilis*

This semester, students will be practising a variety of basic motor skills and a range of more complex skills in partner and small group activities. These will include throwing, catching, dribbling, running, dodging and two hand striking. Students will be introduced to some basic T-ball and basketball skills. Students will continue to practise and develop their batting, fielding, throwing, catching, dribbling, shooting, passing and rebounding. There will be an emphasis on game rules and basic strategy to enhance team performance.

Each lesson will include a range of engaging fitness challenges designed to develop mobility and fitness. Participation, staying safe and having fun is always encouraged. Students will also begin to identify links between physical activity and health. Hats and appropriate footwear are required during Physical Education lessons.



### Performing Arts: *Merinda Meta*

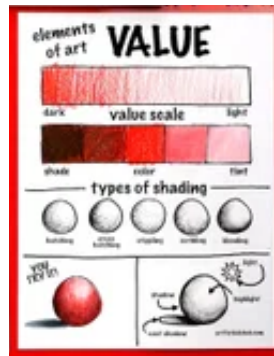
In term 1, students in grade 3 & 4 will learn and develop skills around listening, playing and composing. Students will have a focus on rhythm and learn how to create interest in their compositions through exploration of the musical elements of dynamics, texture and use of instrumentation. Grade 3 students will then move into a focus on Jazz and Scat music and will experience singing, improvising, playing and arranging with a piece of music reflecting this style.

Grade 4 students will be exploring music of African culture including Afro-beat music, where we will learn about the heavy importance music plays in this culture. Students will have the opportunity to play and experience different songs from different areas of the continent, as well as creating their own musical ideas to arrange a song that will be covered. Towards the end of term 1, grade 4 students will participate in a melody writing composition where they will learn about what makes a good melody, and what other instruments or layers we can add to it to create a structured composition. Students will have the opportunity to share and celebrate their creative work with the class.

### Visual Arts: *Georgia Kyrkilis & Joan McGregor*

This term, the students will begin by contributing to a collaborative school art project. They will be inspired by the artworks of MC Escher and learn about using patterns to create their tessellated artwork.

Students will then create an artwork inspired by filmmaker and illustrator Tim Burton. They will explore his style and the art element of value to create a self-portrait. Students will experiment with shading and blending techniques and apply their understanding to make their self-portrait look three-dimensional. This process allows them to use and manipulate the art elements and principles as they explore and generate ideas. Students are encouraged to reflect on how effectively ideas are expressed and communicated in their artworks.



## Languages - Italian: *Marie Petersen / Nadia Di Vincenzo*



### Forza Forza

Benvenuti. This Term Grade 3 and 4 Italian students will become scientists as they will be completing a unit of Science work in Italian. This method of teaching is called CLIL (Content and Language Integrated Learning) and it involves the learning of a non-language subject in a foreign language, where all the teaching is done in the foreign language.

We will be teaching through the CLIL approach a Science - Italian unit based on the Physical Sciences program in the Victorian Curriculum. The unit is called Force and Movement. It is a ten week program.

The main aim of this Unit is for students to understand that forces can be extended by one object on another through direct contact or from a distance. They will be doing all their learning in this unit in Italian!

The teaching of new content in a different language has many positives, such as an increased language competence in students; the development of a more varied range of skills; an increase in cognitive awareness, as well as greater confidence felt by students in their use of the foreign language.

It would be wonderful if you could engage in conversations with your children about their learning during this unit, and any anecdotal feedback would be greatly appreciated.

Vocabulary List for Science Unit on Forces in Italian below.

<i>down</i>	<i>giu'</i>	<i>friction</i>	<i>frizione</i>	<i>magnetic</i>	<i>magnetico</i>
<i>up</i>	<i>su</i>	<i>slope</i>	<i>inclinio</i>	<i>pole</i>	<i>polo</i>
<i>opposite</i>	<i>opposto</i>	<i>air</i>	<i>aria</i>	<i>fast</i>	<i>veloce</i>
<i>attract</i>	<i>attrarre</i>	<i>wind</i>	<i>vento</i>	<i>slow</i>	<i>lento</i>
<i>attraction</i>	<i>attrazione</i>	<i>gravity</i>	<i>gravita`</i>	<i>pulling</i>	<i>tirare/tira</i>
<i>force</i>	<i>forza</i>	<i>resistance</i>	<i>resistenza</i>	<i>pushing</i>	<i>Spingere/ spinge</i>

<b>magnet</b>	<b>magnete</b>	<b>energy</b>	<b>energia</b>	<b>magnetism</b>	<b>magnetismo</b>
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## STEM (Science Technology Engineering Mathematics): *Agatha Blatti*

This semester, the students in Grade 4 will be learning about Aerodynamics. The unit introduces students to the science, technology, engineering and mathematical principles of aeronautical design. Using inquiry and project based learning, students will apply an iterative design process to develop, test and evaluate engineered solutions for rockets and planes with opportunities to transfer knowledge and skills to automobile designs.

The students will begin designing an aircraft (rocket) using all the information and knowledge gathered and apply these to the design and construction of a paper model. Students will conduct stability tests on their prototypes. They will also explain the four forces applied to their designs.

An incursion has been organised consisting of four rocket building sessions including a launch session after school.

