

## Specialist Newsletter Term 4 2017

### Prep Term Focus

<b>French</b>	<p><b><u>Les animaux</u></b> Students will learn the names for different animals in French. They will choose their favourite animals and talk about them using the expression, “mes animaux préférés sont....” (my favourite animals are.....). They will learn to recognise different groups including les animaux domestiques (farm animals and pets), les animaux du bush (Australian bush animals), les animaux sauvages (wild animals), les animaux marins (sealife) and les insectes (insects).</p>
<b>Physical Education &amp; Health</b>	<p>Students will be participating in Hot Shots tennis activities designed to introduce them to tennis concepts through learning basic skills. Students will explore tennis using a range of balls and racquets of various sizes. Students will investigate how their body moves in a defined court space, developing awareness of others and themselves. Students will continue to focus on cooperation, following instructions and safe, fair play. Students will also be participating in a range of Athletics activities that are designed to improve running, jumping and throwing. We will celebrate this end of unit with a fun tabloid sports event led by Kaboom Kids.</p>
<b>Performing Arts</b>	<p><b><u>Dance</u></b> Students explore dance and learn about how they can dance. They share their dance with peers and experience dance as audiences. Students learn about dancing safely and become aware of their bodies’ movement capabilities. They explore movement possibilities using space, time, dynamics and relationships. <b><u>Drama</u></b> Students explore drama and learn about how they can make drama to communicate ideas and stories. They share their drama with peers and experience drama as audiences. <b><u>Music</u></b> Students learn to listen and respond to music, becoming aware of the elements of beat, rhythm, pitch, dynamics and tempo as they sing, play, improvise and move to music. They learn to feel the beat, sing with pitch accuracy and to discriminate between sound and silence, loud and soft, and fast and slow. They experiment with contrasting sounds on non-melodic and melodic percussion instruments, learning to use instruments appropriately and safely.</p>
<b>Visual Arts</b>	<p>This term we have a new teacher in the Art Room teaching Prep Art, Erin Rose. This term we will focus on responding to artworks using basic Arts language to answer reflective questions. Describing their work and the work of others will be incorporated into lessons as well as share time to practice presenting to the class. Students will create artwork using a variety of multi-stage techniques and themes inspired by picture storybooks.</p>

### Junior School Term Focus

<b>French</b>	<p><b><u>La nourriture</u></b> Students will learn about food in French. They will explore which foods are popular in France compared with popular foods in Australia. Students will create their own menu in French using their favourite foods. They will learn the meal times “le petit déjeuner” (breakfast), “le déjeuner” (lunch) and “le diner” (dinner).</p>
<b>Performing Arts</b>	<p><b><u>Dance</u></b> Students explore how dance can communicate ideas about themselves and their world. They create dances to express their ideas. Students increase their awareness of the movements their bodies can create and further explore the elements of dance (space, time, dynamics and relationships) <b><u>Drama</u></b> Students explore and learn about how ideas and stories can be imagined and communicated through drama. They improvise and create roles, characters and situations and learn about focus and identifying the main idea of the drama. They share their drama with peers and experience drama through audience participation. <b><u>Music</u></b> Students develop skills in imagining and creating and performing music which explores their ideas about the world. They select and make choices about their use of the elements of music as they improvise, compose and perform. They build on their ability to discriminate between different qualities of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they listen to and make music.</p>

<b>Physical Education &amp; Health</b>	Students will be engaging in Hot Shots tennis activities designed to further develop hand-eye coordination and their understanding of their position in a defined court space. Students will explore using racquets to propel a ball while focusing on body position and racquet movement. Students will participate in modified games that will ask them to cooperatively rally with a partner. Students will also be participating in a range of Athletics activities that are designed to improve running, jumping and throwing. We will celebrate this end of unit with a fun tabloid sports event led by Kaboom Kids.
<b>Visual Arts</b>	Students will complete an observational drawing unit on 'Still Life'. They will focus on developing their ability to look at objects with an awareness of outline, shape, proportions, shading, light, texture and form. In the second half of the semester, they will explore collage and the use of mixed-media. In addition, students will explore a variety of fabrics and their qualities, learning basic sewing skills and how they can create art with fabric. Also, they will develop their skills in basic mark-making and printing.

### Middle School Term Focus

<b>French</b>	<b><i>Célébrons les fêtes</i></b> : students are focussing on festivals and traditions in France, notably the adopted children's celebration of <i>Halloween</i> (Halloween) and the more traditional <i>Noël</i> (Christmas). They will compare and contrast their own experiences of these celebrations with that of French children. Students will expand upon their prior knowledge of <i>la maison</i> (the house) by completing <i>une maison hantée</i> (a haunted house) using key Halloween vocabulary, and by learning how French people decorate their homes in preparation for Christmas.
<b>Performing Arts</b>	<b>Dance</b> Students make and respond to dance independently, collaboratively with peers and teachers, and as an audience for other dancers' work. They extend their awareness of how the whole body and different parts, zone and bases can be used to communicate ideas. They explore and experiment with the elements of dance (direction, time, dynamics and relationships) and extend their movement and technical skills. <b>Drama</b> Students learn by making and responding to drama, independently and collaboratively, with their peers and teachers. Through activities that focus on sharing and communicating, students extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation and process drama. <b>Music</b> Students extend their understanding of the elements of music and their ability to interact with other musicians as they develop their musical knowledge and skills.
<b>Physical Education &amp; Health</b>	Students will explore and refine the skills involved in cricket and tee-ball. They will practise and apply tactics and strategies which will create scoring opportunities. Students will be asked to demonstrate fair play and apply rules appropriately. In the instance of unfair play, students will be asked to modify rules to overcome issues. Students that are confident with skills will take on a coaching role.
<b>Visual Art</b>	Students will develop their observational drawing skills, focusing on their ability to observe and record an objects shape, proportion and details accurately. The second half of the semester will involve students focusing on weaving and pattern-making, creating a woven loom. Students will also develop a mixed-media project, developing their skills in scrunching, collage and décor.

### Senior School Term Focus

<b>French</b>	<b>CLIL</b> (Content and Language Integrated Learning) visual arts focus: <i>Van Gogh au fil des saisons</i> (Van Gogh and the seasons). Students will be introduced to the work of the well-known 19th century artist Vincent Van Gogh. They will learn about the four seasons as represented throughout his <i>oeuvre</i> and how to describe a painting and express their opinions about it. They will both draw on prior knowledge ( <i>les couleurs, les formes, les opinions: 'j'adore, j'aime, je n'aime pas, je déteste'</i> ), and build upon this in order to express themselves individually in response to a painting.
<b>Performing Arts</b>	<b>Dance</b> Students further develop their awareness of the body, their control and accuracy of body actions and their understanding of safe dance practice. They extend their ability to manipulate the elements of dance and use compositional devices to create more complex movements. <b>Drama</b> Students develop character through voice and movement and extend their understanding and use of situation, focus, tension, space and time. They explore language and ideas to create dramatic action and consider mood and atmosphere in performance.

	<b>Music</b> Students explore more complex aspects of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose. They sing and play independent parts against contrasting parts, and recognise instrumental, vocal and digitally generated sounds.
<b>Physical Education &amp; Health</b>	Students will be asked to demonstrate 'MILO in2CRICKET' skills, focusing on accuracy and control. They will experiment with different speeds, heights and angles when performing these skills. They will analyse the performance of others and provide feedback about how to improve. They will work in teams where they will need to negotiate roles and responsibilities fairly. Students will also explore the skills, rules and tactics involved in softball.
<b>Visual Arts</b>	Students will complete an observational drawing unit, focusing on their ability to observe and replicate an object's shape, proportion and details accurately. They will refine their skills in different drawing techniques to evolve their artistic practice. In the second half of the semester, students will complete a mixed-media project. They will focus on developing their skills in mosaic, rubbings, scrunching, clay modelling, painting and quilling. In addition, students will be creating their own baubles for the festive season, using pins, sequins and beads.

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### Library News

This term Years 1 & 2 will be visited by author Karen Middleton in early December.

There will be a 'buy one, get one free' book fair on Wednesday 29 & Thursday 30 November. This is a wonderful opportunity to purchase books for Christmas.

**Ruth Woolven - Library**  
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## Targeted Additional Assistance at Kew (TASK) Program.

The TASK program will continue to be provided at Kew this semester. There are several components of the TASK program in 2017 - Literacy Support and reading extension, English as an Additional Language Program, Maths Support and Reading Recovery. Students are selected onto the program in consultation with class teachers and following relevant testing and assessment.

The key features of the program are as follows:

- It operates for approximately 20-30 minutes each day.
- It works alongside the regular classroom program and with the support of the classroom teacher.
- It is tailored to the individual point of need for each student.
- It ensures close tracking and monitoring of each student to maximise learning outcomes.
- It will introduce new maths concepts to students in preparation for classroom maths lessons.

An important element of the program is the support of parents to read the take home book or help with practising vocabulary or other specific work.

The EAL program welcomes new students to Kew Primary from Iran, China, Vietnam, Thailand, Japan and Korea.

If you require further information about the program please contact the teachers below.

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