

Specialists Overview

Seabrook Primary School

Term 2 2018 - 1



Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. The performing arts program endeavors to develop confidence and creativity in a safe and fun, learning environment. All students are required to participate with the focus on being a risk-taker by having a go and testing limits and abilities. The Grade One students will continue to undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum. To do this the students will use the conceptual lenses of 'Form and Perspective' to explore the central idea that 'A performer uses a range of skills to communicate creatively'. To do these students' will be using Readers' Theatre to express their characters ideas, feelings and emotions. They will be focusing on making sure their audience engaged with them and enjoyed what they have performed.

During term to the main focus will be on music. The students will be concentrating on sorting instruments into family groups, identifying different genres of music, and identifying long and short sounds.

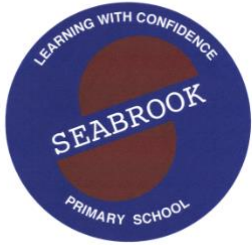
In Term Two, the Italian Program will continue to enable all students to be given the opportunity to learn a second language. The students will be involved in different activities to review numbers and colours (learnt previously) and to broaden their vocabulary and expressions.

In Term Two, the students will be engaged in the Primary Years Programme unit of inquiry '*The choice we make can influence our health*'. Through the Italian Program the students will learn vocabulary related to body parts (face and body) and will practice short conversations.

Through the fairy tale *Cappuccetto Rosso* (Little Red Riding Hood), the students will expand on the unit of inquiry "*People express themselves through various forms of storytelling*". Songs, role play, picture books and short videos will be some of the resources the students will access to build vocabulary and grammar knowledge as well as cultural understanding of Italy and Italian language.

The students will work on different tasks and activities in small groups, with partners, individually or as a whole class. They will demonstrate **commitment** and **consistency** in practicing their new vocabulary and conversation, **creativity** and **cooperation** in their everyday tasks. As well as display **respect** and **tolerance** of the new culture they are learning about.





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Term 2 2018 - Grade 1



During term two, the grade one students will continue to practice basic Fundamental Motor Skills Two Handed Striking – (Cricket, T-Ball, Hockey), Fielding and Throwing (Cricket & T-Ball) and Running, Jumping & Throwing (Athletics).



- Students will explore and work on improving their striking with two-handed techniques, using a variety of Sports: Cricket, T-Ball and Hockey to practice. They will focus on techniques such as: having their eyes on the ball throughout the strike, standing side on to the target and having the preferred hand above non-preferred hand.
- Students will explore the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump, long jump and triple jump. In most cases, modified equipment will be used (eg; soft rubber bar in high jump, plastic discus and hurdles, rubber balls for shot put).
- As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as positive risk taking, caring and being good communicators will be linked to the way children work and participate in Physical Education sessions.

YEAR ONE GV, BM,TC,AD

In term two we completed our exploration of the PYP Unit of Inquiry- “Communities are organised for our needs and wants”. The students used ‘Google Earth’ satellite images to explore and identify the features of our Seabrook community. They then used the art media- Plasticine to create a section of their community with roads, buildings, services and other facilities in 3-dimensions. The art works were designed to join together to create a complete community. Modelling skills plus an understanding of the art elements of colour, shape, form and texture formed the basis for this art piece

