

Specialists Overview

Seabrook Primary School

Term 2 2018 - Grade 6



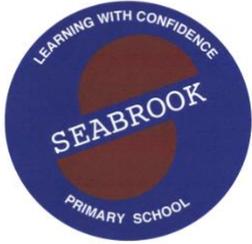
Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. The performing arts program endeavors to develop confidence and creativity in a safe and fun learning environment. All students are required to participate with the focus being on risk-taking by having a go, testing limits and discovering new abilities or interests. The Grade Six 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 'Function, Change and Responsibility' to explore the central idea that 'Performers provoke thoughts, actions and feelings.' The lines of inquiry of the function of a performer provoking another performer or audience, the change that can occur when a performer changes or influences an audience ideas or beliefs and the social responsibility that a performing artist has to themselves and others.

The students will be assessed on this by delivering a monologue to their peers in a mock audition situation. Students are required to select a monologue they connect with and have the possibility to be cast in. Success in this task will be judged by the audience and whether they were made to feel and think something.

Undertaking these inquiries will help develop our students into independent and creative thinkers with well developed social, communication and self-management skills.

Students in year six, this term will revise language related to the planisphere, continents, countries and in particular South East Asia. A project for the inquiry is to focus on one South East Asian country, researching simple facts about its geographical place, size, production- imports/exports and government and documenting all this in Italian. Creativity, knowledge and communication will be important aspects of the project that will be used in assessing the students' Italian language skills and understandings of the inquiry.





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During term two, the grade six students will continue to practice basic Fundamental Motor Skills Two Handed Striking – (Cricket, T-Ball, Hockey & Golf), 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, Hockey and Golf to practice. They will focus on techniques such as: having their eyes on the ball throughout the strike, standing side on to the target, having preferred hand above non-preferred hand on the bat/club/stick, stepping with the opposite foot to that of their striking arm, using sequential hip and shoulder rotation during the strike/swing and following through towards the target around their body.
- 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 some cases, modified equipment will be used (eg; access to soft rubber or fiberglass bar in high jump).
- Children will have the opportunity to participate in a range of summer and winter inter school sports competitions (Cricket, Tee-Ball, Basketball, Tennis, Hockey, AFL, Soccer, Netball, Softball and Volleyball).
- Children will have the opportunity to participate in the local District Cross Country sports.
- 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 reflection will be linked to the way children work and participate in Physical Education sessions.



YEAR SIX JB, JJ, SF

In term two the students in Visual Arts focussed on the Inquiry- "A democratic government is responsible for governing the people within that country". The students revisited the story of Australian Bushranger 'Ned Kelly' through the evocative series of paintings of the "Kelly Story" by artist Sydney Nolan. The question is posed- "In Nolan's view, was Kelly a hero or a villain?" The students will then paint their own interpretation of one of Nolan's paintings. Finally, the original works will be viewed during the student's Canberra Tour.