

# SPECIALISTS' NEWSLETTER

## Music/ Performing Arts

Students are rehearsing for the end of year concert. Each grade will perform a class dance. Throughout the rehearsal process students will learn how to create multiple formations and the meaning of the dance terms 'unison' and 'canon'. Students will also explore partner work in dance as well as group dance.

**Dance Crew** – Students are currently rehearsing for the end of year concert. They will be performing two group routines in the style of Hip Hop and will also be participating in the opening number of the concert.

**Choir** – Students are learning two songs for the end of year concert. During the process of rehearsals students will learn to harmonise with each other and will explore a wide range of pitch with their voice. Students participate in and learn a range of warm up exercises such as scales, hums and breathing techniques.

**Instrumental Group** – Students are rehearsing for the end of year concert and will be experimenting with playing different chords and learning how to harmonise with other instruments in the band and the vocalists.

**Drama Group** – Students will be hosting the End of Year Concert by performing mini skits throughout the show.



## Visual Arts

In Visual Arts, Grade 3/4 extend their understanding of the visual elements as they reflect on their use to create artwork using different mediums. They experiment with varying techniques and explore the different properties and qualities of materials that can be used creatively. Students explore art from other cultures and consider where and how artwork is presented to an audience. As they make and respond to artwork, students are introduced to the use of visual art terminology. They use the terminology to reflect on how the elements are used in the artwork they view and make.

In term 4, students will be introduced to 3-D Art and will explore a variety of ways to make an image look more three-dimensional, having more volume and perspective. Students will use a variety of materials to create the mould of a coffee mug and the smoke that arises from hot coffee.

### Victorian Curriculum

#### **Explore and Express Ideas**

Explore ideas and artworks from different cultures and times as inspiration to create visual artworks

#### **Visual Arts Practice**

Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks

#### **Present and Perform**

Explore different ways of displaying artworks to enhance their meaning for an audience

#### **Respond and Interpret**

Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures



## Physical Education

The year will be wrapping up for the grade 3/4 students with a match play-based program that will encourage the students to assess their participation in physical activity and the impact it has on our lifestyle. As the term progresses the students will be immersed in a soccer and cricket program aimed at developing coordination, control, accuracy, and teamwork. The students will develop their kicking and dribbling skills on an individual and group basis. As the students' skills progress the activities will become more advanced. Students will have the opportunity to challenge themselves with the following individual and group-based tasks within the cricket unit of work: throwing the ball to hit the wickets while moving in space, striking the ball with a focus on direction and speed. We will conclude our cricket and soccer units of work with match play challenges, and these will include, keeping score or runs, overs and balls and a strong emphasis on teamwork and getting along.

### Victorian Curriculum

#### **Moving the Body**

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

Perform movement sequences which link fundamental movement skills

Adopt inclusive practices when participating in physical activities.

Apply basic rules and scoring systems, and demonstrate fair play when participating

