Library

Year 6 students are encouraged to borrow books from the Library. The focus will be on reading for enjoyment, interest and information. The children will have the opportunity to consolidate their literacy skills and further their development in literature appreciation. The Library programme also supports and extends the units of inquiry being studied in each year level and provides classrooms with resources to enrich the units offering varied forms of information.

Please have all your entries for the Premiers Reading Challenge on their website before Wednesday, 31st August - Thank You!

Physical Education


Dance- They create and perform coordinated rhythmical movement sequences to a musical beat, with more precision and accuracy. They use and identify a variety of motor skills and movement patterns required to create a musical sequence. Incorporate these skills into athletics and dance activities.

- Concepts: Function: Everything has a purpose, a role or way of behaving. (Relate to the roles and responsibilities of sports officials)
- Attitudes: Creativity, confidence, commitment.
- Learner Profile: Discussions amongst the class after each lesson and the demonstration of specific learner profile attributes identified.

Japanese

Theme/Activities

- Hiroshima project
- Learn a SADAKO story.
- Fold paper cranes to pray for world peace.
- Write a letter to Miss SADAKO.
- Write a greeting card to Japanese children. (Akita Primary School in Japan); name, age, grade, what they like, their family and pet.
  - Calligraphy competition.
  - SOROBAN (Japanese abacus)
- How to use SOROBAN, History of SOROBAN. SOROBAN around the world.
- Olympic games (names of sports and famous athletes in Japanese/ spelling competition)

Concepts

Form (pattern)
Perspective (point of view of others)
Perspective (belief)
Connection (relationship, network)
Responsibility
Caring Communicator
**Music**

Integration with Unit of Inquiry: 
**HOW WE EXPRESS OURSELVES: STYLE AND COMPOSITION**

Music-accompanies, celebrates, effects your emotions, has different styles which appeals to different groups in the community. Explore how previous music styles connect with those of today. Explore how music has changed over time as well as the elements which have not changed.

Make use of music as a language of expression:
- Explore the music styles: of the Baroque, Classical and Romantic Periods
- Explore how tone colour, tempo and dynamics can change the mood of music
- Listen to excerpts of music and discuss/write about the visual images they suggest.
- Compose melodies which reflect the different styles of music: choose either a lullaby, a procession, an infant song

Explore how music has form:
- Listen to excerpts of music and recognise the form.
- Look at how form can relate to student’s own compositions.
- Compose melodies which reflect the different styles of music

Explore body movements as a means of expression:
- Create a dance sequence to a known song

Become familiar with the tone colour and playing techniques for tuned and untuned percussion instruments:
- Compose untuned percussion accompaniments (read & play). Add an intro and coda

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**Visual Arts**

The Term 3 Unit of Inquiry is called “Political Art”, which integrates with “How we organise ourselves”. The Unit focusses on the political satire and rebellion through Cartooning and Street Art, inspired by the artists Michael Leunig, Banksy and Eduardo Kobra.

- Collage and illustration portrait that combines the image of a politician with an animal. Showing the ability to capture a creative statement through the clever combination of politician and animal.
- Cartoon illustration on a political issue inspired by the editorial cartoonist Michael Leunig. Expressing a unique cartoon style, political satire and effective application of colour.
- Ceramic Portrait Bust representing the rebels and adversaries of politics. Clay modelling skills to capture facial form and character detail.