Library

The children are timetabled weekly, to borrow books from the Library with their classroom teachers. During these borrowing sessions, they will gain a better understanding of Library locations and the borrowing/returning procedures. 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 program 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.

Physical Education

FOCUS: Complete Dance Unit, Ball Handling, Game Sense/Minor Games

- **Dance** - Creation of simple coordinated rhythmical movement sequences to a musical beat, which contain a variety of motor skills and movement patterns.
- **The students will be developing game sense and more complex movement skills within game situations using the skills they have previously learnt.**
- **Students will also focus on using knowledge of games, working in groups and becoming aware of rules, tactics and equipment.**
- **Concepts: Function** - Understanding that all games have a purpose and an outcome and understanding their role within that game. What makes games work the way they do?
- **Attitudes: Curiosity, Independence and Appreciation** - Independently thinking within a game situation and appreciating the different skill levels amongst peers.
- **Learner Profile** - Discussions amongst the class after each lesson and the demonstration of specific learner profile attributes identified.

Japanese

<table>
<thead>
<tr>
<th>Themes/Activities</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese body language and Australian body language</td>
<td>Form (pattern)</td>
</tr>
<tr>
<td>Japanese food culture</td>
<td>Perspective (point of view of others)</td>
</tr>
<tr>
<td>How do they cultivate rice in Japan?</td>
<td>Function (role, systems)</td>
</tr>
<tr>
<td>Rice dishes and snacks</td>
<td></td>
</tr>
<tr>
<td>Rice culture of Japan</td>
<td></td>
</tr>
<tr>
<td>Make and taste a rice ball and NORI seaweed</td>
<td></td>
</tr>
<tr>
<td>Christmas origami</td>
<td></td>
</tr>
<tr>
<td>Japanese pop/rock music (sing and dance)</td>
<td></td>
</tr>
<tr>
<td>Revision and reflection on what they have learnt this year</td>
<td></td>
</tr>
</tbody>
</table>
Music
Integration with Unit of Inquiry: How We Express Ourselves
PEOPLE COMMUNICATE BY EXPRESSING THEMSELVES IN MANY DIFFERENT WAYS
Concepts:
- Form (What is it like?)
- Function (How does it work?)
- Change (How is it changing?)
PYP Profiles:
Knowledgeable, Thinker, Open Minded
- Listen to music, learn songs and dance which reflect different styles and tone colour from different periods in history. The students understand the different form, the dance steps, costume and posture for performing these and how these functioned in society at the time. Students reflect on which style they prefer and why.
  - ‘Rock Around the Clock’ (Sing 07, #31)
  - ‘Locomotion’ (Sing 05, Vol 2 #24)
  - ‘Not So Boring Minuet’ (Sing 99 p74)
  - ‘Everyone take a Partner’ (Sing 06 #13)
- Make use of music as a language of expression:
  - Listening, dancing and playing instruments to accompany music with different styles from different periods in history and appreciating how the differences are reflective of society at that time. i.e. people expressed themselves in different ways according to their position in society and also the period when they were born.
- Explore body movement as a means of expression:
  - ‘Let’s Rock’ from Pop Percussion. Simple rock ‘n’ roll dance moves.
  - ‘Not So Boring Minuet’. Parallel line formation doing simple minuet moves.
  - ‘Everyone Take a Partner’. Simple bush dance moves.
- Become familiar with the tone colour and playing techniques of various orchestral instruments as well as the piano:
  - Tuned percussion arrangement for ‘Let’s Rock’.
  - Classifying tuned/untuned percussion instruments, orchestral instruments into families
  - Instrumentation of a rock band/drum kit & the function of the instruments in the rhythmic and melodic framework.

Visual Arts
The Term 4 Unit of Inquiry is called ‘Guernica by Picasso’, which integrates with the Transdisciplinary theme - ‘How We Express Ourselves’. Exploring the form of communication and expression of emotion that the painting ‘Guernica’ represents. The students adapt the cultural message to reflect the new cultural message of the Aussie Football match in an individual final work.
- Design and draw an adapted version influenced by the style of Picassos ‘Guernica’, with the new cultural message of the Aussie Football match, with a focus on emotion, tone and composition.
- Paint half section of the overall design using black, white and grey scale to abstract and effectively edit original drawing.
- Transferring completed design on to 3D blocks incorporating the elements of drawing, painting and collage. Considering all facets of the block and the adjustments needed to alter the visual perspective from 2D to 3D.