Year Six
Term 4 - 2016

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 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, Game Sense/Game Strategies.

- Dance - They create and perform coordinated rhythmical movement sequences to a musical beat, with some precision and accuracy. They use and identify a variety of motor skills and movement patterns required to create a musical sequence.
- Continue developing the use of strategies, team work, cooperation and commitment in a game. They continue learning to undertake a variety of roles, such as umpire, coach and team manager.
- **Concepts: Perspective** - Looking at different understandings of the way children perceive rules and whether these tactics are successful or not.
- **Attitudes: Curiosity, Independence and Appreciation** - Being able to develop skills in a game both as an individual and as part of a group and discussing how to apply those skills into making a game successful or not.
- **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>
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<tbody>
<tr>
<td>Revision of classroom words, self-introduction, and hiragana characters, etc.</td>
<td>Form (pattern)</td>
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<tr>
<td>Performing a Japanese skit</td>
<td>Perspective (point of view of others)</td>
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<tr>
<td>Christmas origami</td>
<td>Perspective (belief)</td>
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<tr>
<td>Skype with Japanese children</td>
<td>Function (role, systems)</td>
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<tr>
<td>Japanese pop/rock music (sing and dance)</td>
<td>Connection (relationship, network)</td>
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Music
Integration with Unit of Inquiry: How the World Works
EARTH IS A UNIQUE PLANET IN OUR SOLAR SYSTEM
Concepts: Function (How does it work?) Form (What is it like?)
PYP Profiles: Risk-taker, Thinker

- Learn songs related to space:
  - Our Solar System (Sing 03 #22)
  - Star Trekkin’ (Sing 02 p34)
  - Why Does the Sun Shine? (Sing 04 p56)
  - Living Planet (Sing 09 p50)
  - Rocket Science (Sing 08 p58)
- Use vision and music on IWB as background for group performance of Journey Through the Galaxy using tuned and untuned instruments for SFX/mood enhancers
- Compose using text of poem The Planets. Write own chorus then melody for verse and chorus.
- Make use of music as a language of expression:
  - Listen to examples of music composed to reflect Sci-Fi or Outer Space. Sound and vision on interactive whiteboard.
  - ‘The Planets’ Holst (Mars/Jupiter)
  - Dr Who Themes
  - A Space Odyssey (Also Sprach Zarathustra)
  - Star Trek Battlefields
  - Explore how tempo and dynamics can change the mood of music. Watch symphony orchestra playing Also Sprach Zarathustra (theme from A Space Odyssey)

Visual Arts
The Term 4 Unit of Inquiry is called ‘Self-Portraits’ which integrates with the Transdisciplinary theme ‘Who We Are’. The Unit focusses on student led exploration of self-portraiture and development of original style through inspiration from a variety of portrait artists from the Archibald Prize. Demonstrate independent choice of medium, technique and use of prior art knowledge.

Graduation Self-Portrait
- Explore and Plan, through sketch book drawing and discussion, a final idea. Show originality, independence and be a risk taker.
- Throughout the working process, consider time management, commitment and skill to achieve a final art work.
- Final self-portrait incorporating design elements- composition, balance, colour and scale. Encapsulating creative self-representation and the ability to use a style and technique.
- Art collaboration to create a permanent art work for the school grounds.