



# Specialty Subject Areas 2024 Term 1 Overview

*Including Performing Arts, Choir, Health, PE, and Science*

## Performing Arts

**Teacher: Jennie Spick**

### Junior Primary

**Music**  
Students will continue to develop their understanding of the elements of music. This term, our focus will be on beat which is the foundation upon which all other musical skills are built. We will learn about the percussion instrument family and will use instruments and body percussion to play and move to the beat and learn simple rhythm patterns.

**Drama**  
Students will explore the elements of drama and ways in which drama can be used to express ideas and emotions. Students will also continue to explore voice and movement to create character roles in a mutually respectful, encouraging and safe environment.

**Dance**  
Students will explore a variety of ways to move safely with others, create their own movements in response to music and match rhythm in their dance making with support. Students will watch appropriate music clips and participate in dances from other cultures.

### Middle Primary

**Music**  
Students will explore the elements of music focusing on maintaining a steady beat and use rhythm, tempo and form as they compose, rehearse and perform in an informal setting a rhythmic ostinato using every-day objects, percussion instruments and/or body percussion.

**Drama**  
Students will explore the elements of drama through playing roles and improvising. Character, role, situation, voice and movement will be used in dramatic play to further develop understanding of characters and the ways in which it can be demonstrated.

**Dance**  
Students will continue to explore, create and develop skills in the art form of dance in a safe environment. They will widen their understanding and use of space, time and rhythm in their movements. Students will watch appropriate music clips and participate in dances from other cultures.

### Upper Primary

**Music**  
Students will make and respond to music by exploring the concept of ostinato (a rhythmic pattern repeated throughout a section or whole piece of music). We will explore the musical elements of beat and rhythm to enable students to develop simple ostinato patterns on instruments and by using body percussion. We will play games, listen to music, watch appropriate music and body percussion videos, learn rhythm patterns, create our own ostinato patterns and perform in an informal setting.

**Drama**  
Students will continue to develop the process of improvisation in drama lessons. Improvisation is making, doing or performing something unplanned and unscripted without preparation. Improvising creates and encourages creativity, imagination and exploration of identity through dramatic play. Students will continue to build their confidence to take risks and explore improvised drama in a mutually respectful and supportive environment.

**Dance**  
Students will continue to increase their perception of the body as they combine movement and actions in a safe environment. They will widen their understanding and use of space, time, beat, rhythm and dynamics. Students will watch appropriate music clips and participate in dances from other cultures.

## Choir

**Teacher: Jennie Spick**

Years 4, 5 and 6 students will be learning and rehearsing songs towards Festival Choir and ultimately towards the Southern Public Schools Music Festival performance to be held in Term 4. Rehearsals will be held in the Performing Arts room, lesson 6 every Tuesday. More information to follow regarding the Festival Choir Training days.

## Health and PE

**Teacher: Owen Cruickshanks-Boyd**

### Reception and Year 1

Students will participate in games with and without equipment. Practice Fundamental Movement Skills (FMS) within modified small team games - balance, run, jump 2 feet, gallop, hop, skip, leap. Ball skills – underarm throwing, catching, hand-eye coordination. Students will play cooperative games such as tunnel ball, over and under, relays and shuttle runs. Students will also use the What's the Buzz resource to embed social skills such as conflict resolution, getting along, sharing, asking to join in and Zones of regulation to identify their emotions.

### Years 2 and 3

Students will participate in games with and without equipment. Perform Fundamental Movement Skills (FMS) with modified small team games - Balance, run, jump 1 and 2 feet and for height, gallop, hop, skip, leap, dodge. "Athletics Play" - sports day practice. Ball skills- over arm, under arm, hand eye coordination, reflexes, stations and games. Students will also develop the concept of identity and culture, they will use the What's the Buzz resource to embed social skills such as conflict resolution, getting along and the Zones of regulation to identify and regulate their emotions.

### Year 4, 5 and 6

Students will transfer the FMS learnt at school into sports and team games. Students will develop specialised skills for games, sports and physical activities and practice shot put, discus, long jump, high jump and sprinting. Students will demonstrate fair play with rules in games and consider how to modify rules for safety, fairness and inclusion. There will be team challenges involving strategic thinking, problem solving, team work, cooperation & trust. Students will explore identity, heritage, culture and group belonging. Students will use the Zones of regulation to identify, label and regulate emotions to promote a calm and settled learning environment conducive to successful learning.

## Junior and Primary Science

**Teacher: Julie Gilbert**

### Reception and Year 1

Students will engage in Biological Sciences. They will explore living things and learn about basic needs, including food, air, shelter and water. They will use a variety of methods to sort information including drawings, discussions and comparing observations with others.

### Years 2 and 3

Students will engage in Biological Sciences. They will group and classify living things based on observable features. Students will observe and care for living creatures. They will investigate the way living things depend on each other and the environment to survive. Students will learn about growth, movement, sensitivity and reproduction focussing on the animals in our room.

### Year 4 and 5

Students will engage in biological sciences. They will learn about the seven characteristics of all living things -growth, movement, sensitivity, reproduction, nutritional needs, breathing and excretion of waste. They will learn about adaptations and how they help plants and animals to survive in their environment. They will use grids and charts as well as labelled diagrams to record scientific information.

