



# MOTHER TERESA CATHOLIC PRIMARY SCHOOL

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## NEWSLETTER

September 7<sup>th</sup> 2020

*"Love is the fruit in season at all times, and within the reach of every hand".*

*Mother Teresa*

### **To All In Our Learning Community,**

Within the Hebrew and Christian scriptures there are many images of God portrayed by people of faith. These reflect the relationship and understanding people have about God and their understanding of God's relationship with them. In the book of Kings we discover God represented as a gentle breeze. The prophet Isaiah presents the image of God as a mother who cannot forget the child within her womb. The image of God as potter is another image expressed by the prophet Isaiah. These images broaden our idea of God with the knowledge that no image can adequately capture God.

One of the most common images of God however is that of Father. Jesus invites his disciples and in turn his followers to call God Father. Jesus continues in his ministry to make reference to his father as loving, forgiving and one who provides. He invite us to pray to God as father.

On Sunday we celebrated father's day. This is a celebration of fatherhood and what it means to be a father. This day enables us to offer thanks to our father. On a personal note, as a father myself I am grateful for the love I receive as a father not just on father's day but every day – yes, I am blessed. This father's day was particularly significant for me as my own father, Peter died earlier this year in April. While his farewell was small, in keeping with restrictions at the time, it was a beautiful and a significant farewell. I feel blessed to have had a father who provided for his seven children; showed incredible courage and determination at the loss of his wife, our mother some 35 years ago; offered humour and patience; told long stories; and shared his wisdom and vulnerability. His love for his family- children, son in-law, daughter's in-law and grandchildren is a lasting legacy for us.

The following prayer is offered today to fathers and for all men:

Heavenly Father we pray.

For the boys who grow to become men and fathers

the gentle hands that first hold new life

Astonished by love without condition

Striving for maturity through moments of vulnerability and doubt

Offering humour and patience in times of adversity

The effort, the courage, the humanity, the journey that all fathers make

The wisdom they share, the stability they provide, the curiosity they nurture

For fathers who grieve the loss of children, children who suffer the lack of a father – pain that awakens our compassion

For men who struggle to be fathers, whose lives and relationships are fractured

For fathers who have died, loving and loved

For the stories they told, the skills they taught, the time they gave

May our memories of fathers weave past through present and be offered to the future

We bless all fathers. Amen

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Kind regards

**Chris**

### ***This Week's Happenings***

#### **Monday 7<sup>th</sup> September**

Remote learning for Foundation to Year 6

Mathematics Professional learning and planning

Year Foundation – Year 2 -Colleen Monaghan

#### **Tuesday 8<sup>th</sup> September**

Foundation – Year 2 Planning

Year 5/ 6 Workshops with Michael Wagner

#### **Wednesday 9<sup>th</sup> September**

Year 5 – 6 Workshops with Michael Wagner

Professional Learning – Remote learning

#### **Thursday 10<sup>th</sup> September**

Year 5 – 6 Workshops with Michael Wagner

#### **Friday 11<sup>th</sup> September**

Wellbeing day

## ***Wellbeing Day ~ Friday 11<sup>th</sup> September***

This coming Friday all students and staff will be offered the gift of time to engage in a day of wellbeing. Over the past weeks teachers have been engaging with children regarding their self-care particularly during our stage 4 lockdown. Opportunities have been provided to consider strategies to assist with positive mental health. On Friday we encourage children and families to spend some time engaged in wellbeing activities.

## ***Remote Learning Continues***

As you will be aware the Premier Daniel Andrews has announced that we will remain in Remote Learning for the remainder of this Term 3.

Thank you to staff for their ongoing commitment to providing learning opportunities and targeted focused learning through the use of Microsoft Teams. Thank you to all parents for your commitment in supporting your child's learning during this time.

## ***Return to Onsite Learning***

Further details regarding the staggered return to school some time in Term 4 will be made available to you as soon as we have further details. The State Government in partnership with the Department of Education and Training and Catholic Education Commission of Victoria will provide this detail in the coming weeks.

## ***Psychological Care ~ Increased support for Victorians***

We are all responding to this Crisis differently. The amount of sessions that are now available to Victorians to receive Psychological care has increased to 20. You can access this care through contacting your local GP. Your GP will then provide a referral which can be used to access 20 sessions of psychological care through Medicare. Support for access to Multicultural mental health services can be accessed through <https://embracementalhealth.org.au/translated-content>

Embrace

<https://vtmh.org.au/>

Victorian transcultural Mental Health

## ***Wellbeing resources***

A number of resources have been placed in our webpage that may support families. Please take a moment to check this out. Thank you to Vicki our school counsellor and Margaret Canny our Diversity leader for preparing these.

<https://www.moherteresa.catholic.edu.au/mental-health-resource-for-children-and-parents/>

## ***School Fee accounts***

School fee accounts were forwarded to families via mail last week. Families will receive two invoices, one that itemises your account and the other with the total amount owing. A letter explaining this is attached to your fee account. Thank you to those who have finalised their 2020 fees. Please note fees can be paid directly in the school account. Remember to provide your family name and code on the bank transfer.

## ***Care and Respite ~ Support for families that have children with additional needs and complex behaviour***

Under stage 3 and 4 restrictions, these options are allowed in metropolitan Melbourne and regional Victoria:

### ***In-home care from a relative or friend***

A relative or friend can come to your home to help care for your child with disability, including during the curfew. They can travel more than 5km to get to your home, including traveling from regional Victoria to metropolitan Melbourne.

### ***Respite care by a relative or friend***

Children with disability can go to a relative or friend for respite care, including staying overnight. They can travel more than 5km to get there and they can travel during the curfew. This needs to be a pre-existing arrangement.

## Taking your child for a drive to help support complex behaviour

You can leave home and take your child for a drive to escape harm, including harm to themselves. This includes leaving the 5km zone and going out during curfew.

It's important to use common sense and remember that this should only be done to escape harm and to help support complex behaviour. If you do take your child for a drive, do not stop anywhere unless essential, and do not leave metropolitan Melbourne.

**To stop the spread of COVID-19, stay home whenever possible.**

**For more information please read:**

[https://www.acd.org.au/covid-19-latest-information/?mc\\_cid=a2739e06ed&mc\\_eid=6d20126ac9](https://www.acd.org.au/covid-19-latest-information/?mc_cid=a2739e06ed&mc_eid=6d20126ac9)

## What's Happening in the Remote Learning Spaces

*"Parents are vital partners in education. They influence their children's attitudes about learning, and support learning at home. They are a vital link between home and school. And when they become involved in the life of the school, they make our schools better places to learn, grow and thrive (Parents in Partnership, Ministry of Education, Toronto, 2010)"*

### Foundation – Year 2 Remote Learning Spaces

As **researchers and thinkers**, a couple of weeks ago, some of the Foundation -Year 2 children had the opportunity to engage with Michael Wagner the author of 'Why I Love Footy', 'Why I Love Summer' and many more children's books! To continue exploring the concept of using our senses to add more descriptive language to our writing, some learners have been engaging in focus groups and daily learning tasks incorporating this thinking. It has been great to see the children be **risk takers** and have a go even when they are unsure!

As **mathematicians**, we have been engaging in learning about the mathematical concepts of Addition and Subtraction. We will continue to engage in focus groups and daily learning focusing on strategies to solve subtraction problems. These strategies encourage us to not just rely on our fingers to solve a problem and help us to solve them in efficient ways such as using doubles, bridging to the next ten or splitting the numbers into tens and ones.

As **thinkers**, we have been **tuning in** to the understanding 'There are many aspects to our well-being including physical, social, spiritual and mental.' This week we shared our strengths with each other in our morning check-ins and also began to engage in meditation. We had time and opportunity to share something we are good at or like to engage in. These ranged from LEGO, drawing, dancing and even singing along with many more ideas.



To sort out our thinking about the understanding, 'The food that we eat impacts on our wellbeing and is different for each of us.' We had the opportunity to create a healthy snack and reflected on it by using the thinking routine 'What makes me say that is...' to justify why it was healthy and the different food groups included. It has been great to see many children eating different fruits and vegetables that they wouldn't normally try!

The Foundation- Year 2 teachers would like to thank our students and their families/ carers for being so empathic and supportive of one another throughout these times and we look forward to seeing you all online again soon!

## **Bridging Centre**

### **Year 3/4 Remote Learning Spaces**

*When we make thinking visible, it not only gives us a window into what our students understand, the product of their thinking, but also into how they are understanding it, the process of their thinking.*

*(Ritchhart & Church, 2020)*

As **inquirers**, we are continuing to **explore** and **engage** in **dialogue** through Microsoft teams around our four **understandings**

*Social and emotional challenges can provide me with opportunities to help me grow.*

*Change can present us with challenges but there are strategies and skills that can help us build resilience.*

*Messages in the media can influence health decisions.*

*Feeling connected to the community supports health and wellbeing.*

In the past weeks we had **time** and **opportunity** to **find out** about someone who has experienced a challenge. As part of **sorting out** our **thinking**, we are going to **revisit**, **reflect** and **share** our **thinking** from our **data chart** and **make connections** to our **understandings**. We will consider – *What opportunities did that person have that helped them grow as a person? What strategies and skills helped them build resilience? How did being connected to others in the community support their health and wellbeing?*

As **thinkers** and **writers**, we are **applying** our **knowledge** of **Michael Wagner's Straight A's** and the **5 senses** to **describe people** and **places** in our **writing**. In the coming week, some of us will have **time** and **opportunity** to **engage** in a **virtual workshop** to **find out** more about using our 5 senses to **enhance** our **writing**.

As **mathematicians**, we are continuing to **engage** in **targeted focus groups** through **Microsoft teams** and **consolidate** our **learning daily**. We are **focusing** on **applying** our **knowledge** of **number** and **place value** to solve a **variety** of **problems** involving **addition**, **subtraction**, **multiplication** and **division**. We are beginning to **find out** about **length** by **measuring** and **comparing** the perimeter of **rectangular shapes** using **formal metric units** including **centimeters**, **meters** and **square centimeters** to solve the **area** of **shapes**. Through **dialogue** we are **activating** our **prior knowledge** around other **formal metric units** connected to **mass**, **capacity**, **time** and **temperature**.

## **Leadership Centre**

### **Year 5/6 Remote Learning Spaces**

*Understanding how inquiry helps 'power up' learning impacts profoundly on the way we think about and interact with students and the nature of the tasks we design.* Kath Murdoch 2015



As part of our **Faith and Life inquiry** we engaged in the **thinking moves** **connection making**, **identifying new ideas** and **interpreting** as we **viewed** a **film clip** and **listened to** the song '*I Thirst*' written and performed by Annie Karto. As part of **sorting out**, as **reflective** and **critical thinkers**, we took the **time** and **opportunity** to **document** and **share our thinking** and **personal interpretations**. We explored a variety of texts and as **thinkers** we **made connections between Mother Teresa and Pope Francis** in relation to their understanding of the word

'Love.' Mother Teresa said '*Love cannot remain by itself – it has no meaning. Love has to be put into action, and that action is service.*' Pope Francis said '*Recovering from the pandemic will require action rooted in tangible love, anchored in hope and founded in faith.*'

**Our Year 5/6 Mother Teresa Feast Day Prayer is TOMORROW Tuesday 8<sup>th</sup> September at 1:00pm on Microsoft Teams. Please make sure you are on Microsoft Teams by 12:55pm ready to start at 1:00pm.** Mrs Leahy has sent you an email this morning about the Mother Teresa Feast Day Prayer.

As **curious inquirers**, this week we continue to **engage in dialogue** with author Michael Wagner through virtual workshops on Microsoft Teams. As part of **finding out** some of us will be **exploring and creating texts** through using interesting sounds, sights, smells, tastes and touches as part of our descriptive writing. Some of us will be **engaging in the workshop** *The Instant Plot Machine* to



**enhance our narrative writing skills.** As part of **sorting out** our thinking, throughout the next few weeks, we will be **engaging in Microsoft Teams workshops**, as part of our daily learning, to **document our thinking** in the *Guided Writing Journal* we have received in the mail.

### ***Faith and Life Inquiry Reflections***

This week families have had **time and opportunity** to continue to engage in dialogue about message of God's **abundance of love** through the **perspective** of Mother Teresa. In dialogue with each other, families were invited to consider the ways in which through her faithfulness to God, Mother Teresa was called to live a life that reflected an **abundance of giving**.

By making their thinking visible families have shown that they have been learning hermeneutically by allowing **the Catholic tradition to affirm and sometimes confront their views**. The continued **openness** in sharing beliefs reflects the ways that many families are **engaging in dialogue** with the Catholic faith. The following are some reflections from this week;

- *"The endless acts of compassion toward the destitute highlight the abundance of God's love that Mother Teresa possessed....In feeding their hunger, we would satisfy our own. In clothing their nakedness, binding their wounds and listening to their stories, we touch Christ and find what we are all looking for—the God whom Mother Teresa called love." - the El Nachar Family*
- *The sculpture shows Mother Teresa's abundance of love and care. I showed care to my fellow classmates when they fell over while running during lunchtime. I stayed with them and reminded to calm down so they could be okay quicker. I asked where Kai was hurt and he showed me, so I checked to make sure nothing was hurt real bad.....We all need to look after other people and show love and care. At the moment we are going through a pandemic with the Coronavirus which is making people sick and putting lives at risk. We can all show love, compassion and care by looking after other people in the community that are more vulnerable by wearing masks. By doing this, we are not only protecting ourselves, but others as well. – Ethan and his family*
- *Mother Teresa is very kind and giving, she helps people like God does. In her quotes she talks about loving people and looking after people and even something small you can do is a big help for some people. Mother Teresa is a good person – Adam and his family*



### ***Visual Arts***

Creating art can help me to feel calm and relaxed.

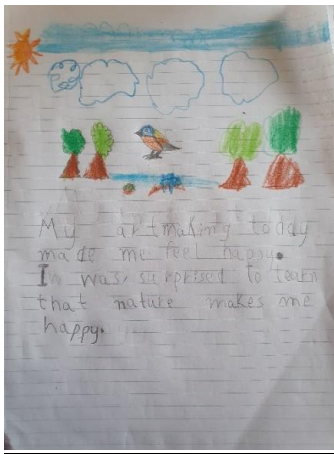
As artists we can explore feelings of calmness through our art making.



This is a picture of some things we made that we see in nature. I did this with my sister and I had so much fun. We are going to make a puppet show for mum and dad later.

My artmaking today made me feel excited because I did it with my sister. It makes me feel creative because I used paper to make ants.

From Elise

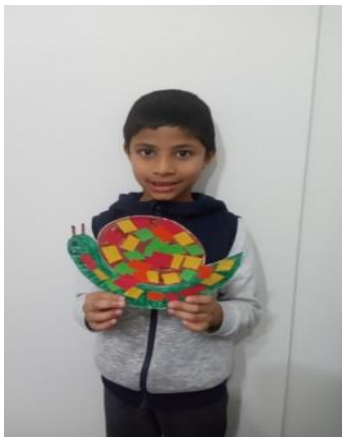


Joseph



"Bright colours make me feel happy. What makes me say that is because blue is my favourite colour". Andre LS 7

My art making today made me feel happy I was surprised to learn that nature makes me happy. Joseph



"Bright colours make me feel happy, energetic, they give me positive energy and keep me motivated. What makes me say this is I used bright colours to make the paper plate snail. I was very happy and focused while colouring and pasting the snail."

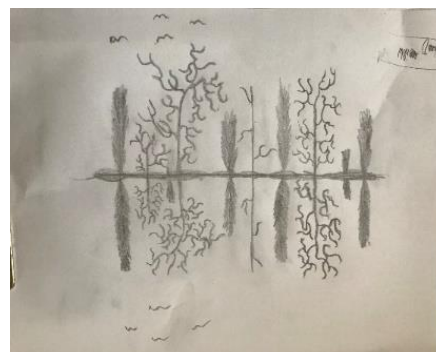


I used oil pastels and then put baby oil on cotton tips to colour. My artwork made me feel happy what makes me say that is I enjoyed making it. Max

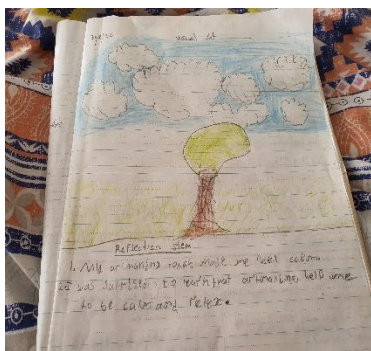


My art making today made me think that if you can't go to places in real life you can go to them in your mind I was surprised to discover that things you imagine in your mind can actually turn into a beautiful piece of art. Kara

My art making today made me think about how lucky we are to have a home and that we are staying safe in this time. I was surprised to discover that art can be hard to know what to draw and how it makes you feel after you have drawn what you wanted to do. Will







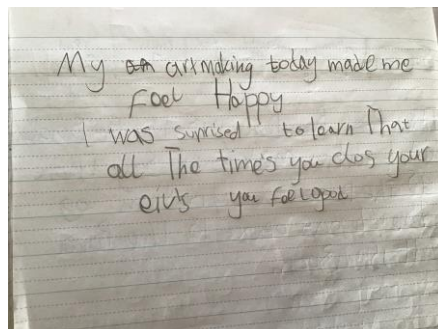
Jordan



Bright colours make me feel happy because they're bright and colourful. They remind me of emotions and colours like yellow remind me of happiness. What makes me say that is because sometimes I think emotions as colours and happiness is a bright yellow to me. Matthew



Audrey



### Visual Arts Focus Groups



As **inquirers** some of our F-2 children **engaged in dialogue** in small groups with Miss Camuglia and Mrs Hall in preparation for our forthcoming meeting with author of the **Ella and Olivia** series of books, Yvette Poshoglian. As **collaborators**, we devised some **questions** for the author that included, "When did you first realise that you wanted to be a writer?", "How long does it take you to write a book?", "Do you write your first draft by hand or do you use a computer?" and "How do you choose an illustrator and who decides on what the characters look like?". As **researchers**, we are very much looking to making many **discoveries** about the **process** of writing stories when we meet Yvette next Tuesday via Teams.

### Year 3-6

As researchers some students had the opportunity to engage in a focus group with me to explore Pop Art. As inquirers we found out about how Pop Art started, artists and their art. As communicators we shared our thinking around this style of art and any wonderings we had. As artists we reflected on art works and discussed techniques used by different artists and how we can use some of these techniques in our own art.

**I was surprised to discover:**

"That pop art is very unique compared to other types of art." Serena

"That basically the art was about everyday objects" Jasraj

"That the artists created a collage of the same image but changed the colours." Angelina

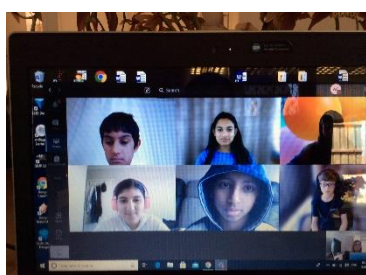
"That pop art can be symbols or words." Shaun

"That pop art is similar to abstract art because you can go crazy with the colours." Yasmin

"That I have been drawing pop art everyday because pop art is about everyday objects." Loveleen

"That Pop Art doesn't include nature." Carmelo

"That pop art has bright neon colours." Olivia



to



The focus groups will meet again next week when they will have the opportunity present their art to the group.

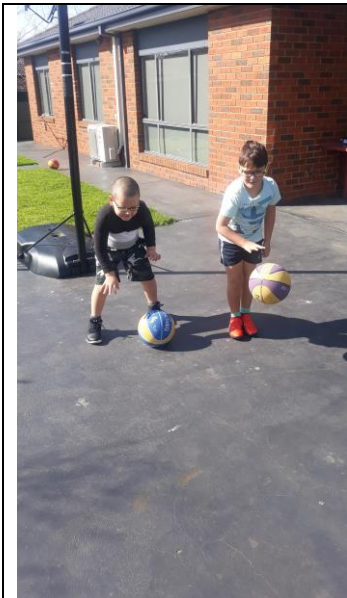
## ***Physical Education***

*Fundamental Movement Skills such as the run, leap, bounce, catch and overhand throw, form the building blocks which underpin the learning of more complicated sport and movement skills common to the community. Without Fundamental Movement Skill competence, students are less likely to learn sport and movement skills. (Australian Council for Health Physical Education and Recreation - ACHPER)*

Students in Foundation –Year 2 have been focusing on Fundamental Movement Skills this week, particularly dribbling. Students created an obstacle course which they needed to dribble a ball around, students then explained the technique they used when dribbling a basketball with their hands. Adam in Year 1 said *'My whole hand touches the ball when I dribble and I use my fingertips for grip. You should look straight when dribbling so you can see where the other players are. Something new I discovered was that you use your fingertips when dribbling'*.

Students in Year 3 - 4 have continued to explore the category of sports known as target sports. Students learnt a new game called 4 ball fielding, the purpose of this game is to throw 4 balls at 4 different targets as quickly as you can and to build on students' knowledge of fielding sports. Students activated their prior knowledge of fielding sports to make connections with this game. Amelia in Year 4 said *'I used an underarm throw because it was easier to throw the ball into the bucket. I also tried overarm to make it a little more challenging. Some sports that this activity might be useful in is Cricket and Baseball as they both use an underarm and overarm throw when fielding'*.

Students in Year 5 - 6 were **Finding Out** about a component of fitness called Agility. Students learnt a new game called 4 card pick up which helps students to understand the importance of agility in sports and games. Students also viewed and analysed different tactical thinking videos about AFL Football to increase their *Game Sense and Tactical Thinking* knowledge of Invasion style sports. Zara in Year 5 said *'I think agility is used in every sport and what makes me say that is you need to change directions quickly in every sport. Getting the football into the "hotspot" of the field can be useful as your team is more likely to score a goal as you are closer to your team's goals. "Switching" the ball from one side of the field to the other is useful for your team as it makes your players move to the open space to get the pass and then you can move the ball into attack easily'*.



## ***National Health and Physical Education Day - Wednesday 2nd September***

Thank you to all the students who engaged in any form of Physical Activity on this day - this day is designed to celebrate the importance of Health and Physical Education in the curriculum and the role that sports plays in our local community. This year students participated in Tennis activities as part of their daily learning tasks on Wednesday, it was wonderful to receive so many pictures and videos of



students having fun and engaging in all different types of activities on the day. (Even if there were damaging winds on the day!) Please see below some of our students engaging in different Tennis activities at home.



Japanese

“Putting the core elements of any language into contexts of high interest and activity is vital for confident and meaningful use of language.” M.Taguchi (Japanese language educator and author)

As **collaborators** we have engaged in origami or Japanese paper folding in focus groups. As part of **Finding Out** about origami we observed and followed steps we were shown to successfully create a **dog** and **rabbit** face. As **communicators** we engaged in **receptive use of language** by **listening** to instructional vocabulary in Japanese, **observing** what was happening and then gaining **understanding**. As **translators** we documented our **first thinking** about these instructional vocabulary using a virtual whiteboard. We documented what we **think** the English translations of some key Japanese words are.



いぬ(inu)  
dog (Jacob)

うさぎ(usagi)  
rabbit (Tiffany)  
cat (Juan)

かみ(kami)  
paper (Jacob)

マーカー(maakaa)  
marker (Jordan)  
pencil (Tiffany)  
pen (Kaleesi)  
texta (Jacob)

はんぶん(hanbun)  
fold it(Jacob)  
diamond  
shape(Kaleesi)

まんなか(mannaka)  
fold it(Jordan)  
eyes (Jayda)

さんかく(sankaku)  
triangle (Juan)  
nose  
(Kaleesi,Tiffany)

## Sustainability

Throughout remote learning our **Sustainability** learners have been engaged in various learning **opportunities**. From cooking simple yummy healthy snacks, preparing yummy desserts and even preparing meals for their families. Our **learners** have also taken the opportunity to engage in gardening, some have planted their own vegetable garden or simply maintaining their existing garden. It has been fantastic reading all the **reflections** that our learners have been emailing through to us. Throughout this time we have seen a number of amazing chefs and gardeners. We encourage all members of our **learning community** to take the opportunity to **engage in cooking or gardening** with your children and to forward your reflections and photos to us. We invite all parents, careers and children to visit our Mother Teresa **Instagram page** to see the amazing learning that our learners have been engaged in. Over the past few weeks our learners have been creating new and amazing damper recipes which including their secret ingredient/s. During this time the children have cooked damper for their families adding various ingredients of their own choice. Some children have made a sweet damper and others choosing to make a savory one. The various combinations of ingredients that our learner have chosen are quite interesting.

Thank you to all our **learners** and their families who have taken the time and **opportunity** to create amazing authentic damper. The children's **reflections** and photos that we have received have been absolutely amazing. The various dampers cooked and the selection of special ingredients used by the children have been awesome. Well done to all. Also thank you to all families that have indicated a possible book title for our damper cook book. Keep sending them in.

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Today we made damper and my dad, my mum, my brother, my Nene and me. We all had different ingredients. We had a competition to see whose damper would be the best and they were all very good. I thought that mums was the best, then mine second and Nene and dads were equal third and Aylen's fourth.



My dad picked raspberries, but when he put them in the oven he was upset that he forgot about sultanas because they are his favourite. My mum added in white chocolate and passionfruit. My brother added in dairy free white chocolate and coconut. My Nene added in chives, olives, cheese and oregano. I added dark chocolate chips and orange zest.



I was most interested in making the damper and seeing how my damper will turn out and how it tastes. What makes me say that is everyone picked different flavours and things to mix into their damper?

I am proud of the way I cut the damper with a glass, they looked just like scones. What makes me say that is my Nene cuts her scones with a glass too and they looked the same.

## Digital Technologies

Students in Foundation to Year 2 have started learning basic coding skills on Code.org. As thinkers, they have been exploring the basics of drag and drop coding, which is more accessible for younger students. Axel shared his thoughts on this learning:

*"It was interesting to discover how to code and what makes me say that is because there are lots of different types of coding. I overcame a challenge when I felt stuck in a level and I kept trying."*

In Year 5/6, students were courageous and delved further into the Grasshopper App. This week we discovered how to make arrays using code. Loveleen reflected about her discoveries:

*"I discovered that you can use arrays in coding to and what makes me say that is I did not know was coding like arrays and much more. I discovered in the future coding can be really useful for jobs and*

*what makes me say that is I did not know coding is helpful for lots of jobs, games, privacy and much more."*

Students have been engaging in Microsoft Teams sessions on being Cybersmart with Mr Collins. Students have been learning about what is and isn't appropriate to share online, why we should only communicate online with people we know and trust and who can help us if we find ourselves having a problem online.

Here are some tips from our 3/4 students:

- *Make your account private*
- *Be careful with what you post*
- *Only share photos with people's permission*
- *Check with your parents or guardians before posting something*
- *Be respectful to others*

## **Performing Arts - Music**

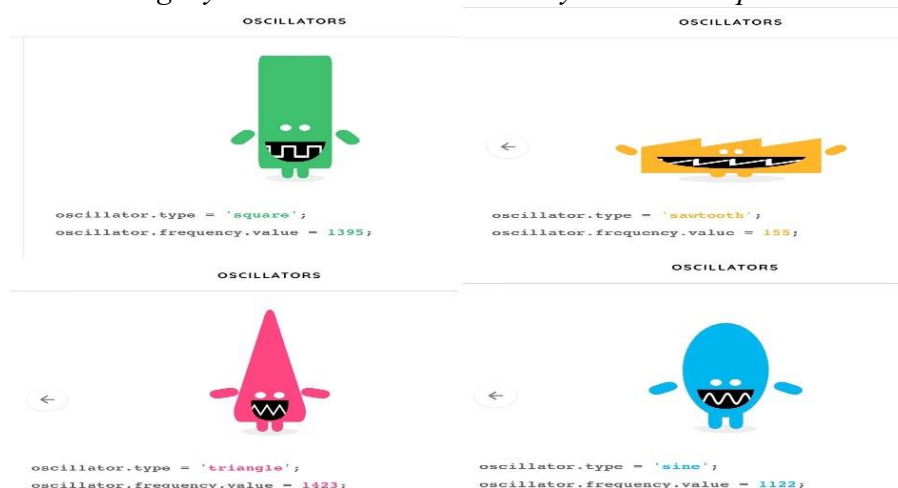
***"I would teach children music, physics, and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning" - Plato***

As **thinkers** and **researches** the students in Foundation, Year 1 and Year 2 have been exploring and engaging in the concept of **pitch**. This week the students will explore different **pitches** and **melodies** using the chrome music lab web application Kandinsky. Below are a couple of the wonderful reflections I received from the students in Foundation, Year 1 and Year 2.

*"When I was experimenting with the oscillators, my favourite shape was Saw Tooth because I liked how he sounded squeakier than the others and I enjoyed that!*

*Something I did well in this was playing with the different sounds. It was really interesting when you could pull the shapes up high or squish them down low and the sounds were different."* – **Ben**

*"Something I did well in this was making music and hearing it. I noticed when I drag the shapes up and down the voice was changing. My favourite one was the OSCILLATORS green square because it's my favourite colour. It was really interesting when I found out the numbers present how loud it is. I made a connection when I sing my mouth moves the same way as these shapes."* – **Isabella**



As **researchers** and **self-managers** the students in Years 3 and 4 have been exploring and engaging in the concepts of **melody**, **pitch** and **rhythm**. As **researchers** the students will continue to explore different pitches using the chrome music lab web application Kandinsky.

Below is one of the many wonderful reflections I received from the students in Years 3 and 4 this week.

*"I really enjoyed drawing pictures with it and how the pictures made sounds. Something I did well in this was trying my best to draw some pictures.*

*It was really interesting when I figured out that when you make a circle it turns it into a face and it*



*makes different noises and a similar thing happens when you draw a triangle, but I found most interesting of all was seeing how my drawing ended up sounding. - Gabriel*

As **researchers** and **self-managers** the students in Years 5 and 6 have been exploring and engaging in the concepts of **melody**, **pitch** and **harmony**. As Researchers the students will continue to explore different **chords** using the chrome music lab web application Arpeggios. An **arpeggio** is a **chord** played one note at a time. This experiment lets you play arpeggios in different patterns. Students can click on the chord wheel to explore all of the different major and minor chords. Below are a couple of the wonderful reflections I received from the students in Years 5 and 6 this week.

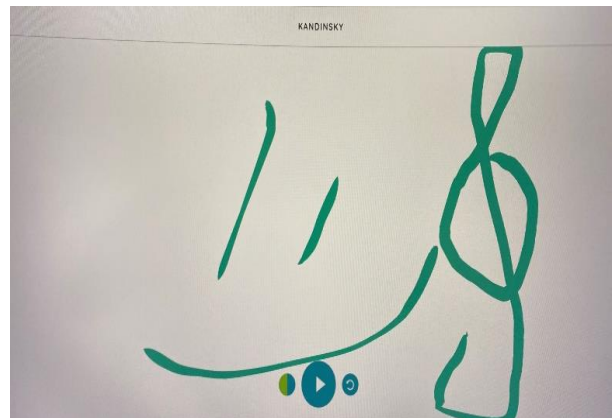
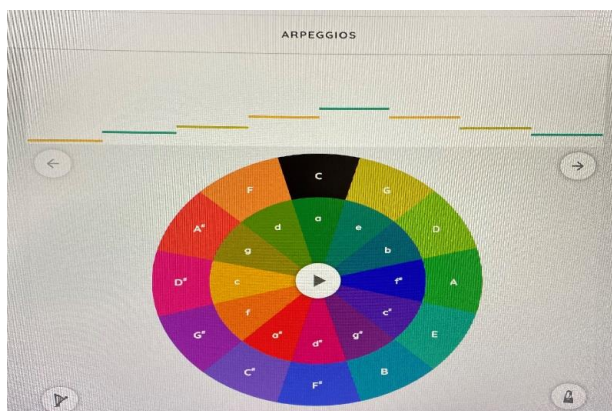
*Something I did well in this was make the chords sound like it had a rhythm. What makes me say that is I would change the chords between minor and major to make it sound good and change how many times it plays and how fast.*

*It was really interesting when I changed what instrument played it. What makes me say that is a harp made it sound like it was soothing and the piano gave it a little higher pitch than the harp. – Benjamin*

*A big difference I noticed between the minor chords and the major chords is that the minor chord sound kind of sad and the major chords sound happier.*

*Something I did well in this was experimenting with the different chords.*

*It was really interesting when I mixed some of the chords and they sounded really good. – Kara*



### ***Specialist Learning***

It is wonderful to see so many children engage in the specialist learning opportunities provided. Remember to email each of the specialist with your reflections. Each week we have been sharing some of this learning but the specialists would love to hear from everyone.

### **Term 3**

Friday 18<sup>th</sup> September

Term 3 concludes

### **Term 4**

Monday 5<sup>th</sup> October

Term 4 begins – Foundation – Year 6 Remote Learning

*At this point in time further dates for Term 4 will be added as information regarding onsite learning and gathering possibilities become known.*