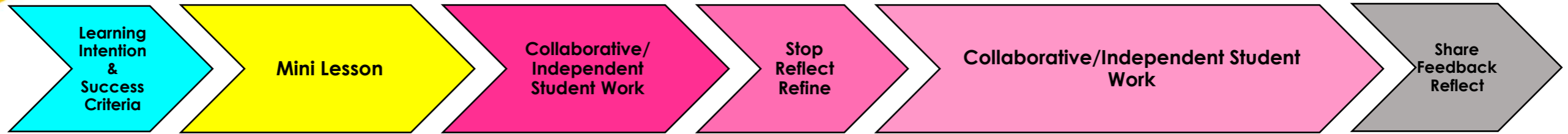




Specialist Term Overview Term 2, 2022

Based on research from the Workshop Model and Gradual Release of Responsibility

- Atwell, N. (1987). *In the Middle: Writing, Reading and Learning with Adolescents*, second edition. Portsmouth: Heinemann. Calkins, L. (2010). *A Guide to the Reading Workshop*. Portsmouth: Heinemann.
- Tovani, C. (2011). *So What Do They Really Know?*. Portland: Stenhouse.
- Fisher, D. and Frey, N. (2014). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition*. 2nd ed. Alexandria: ASCD.



	Italian	The Arts	Health & PE
Foundation	<ul style="list-style-type: none"> • Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (VCITC001) • Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song (VCITC002) • Participate in classroom routines, games, instructions and shared activities (VCITC004) • Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression (VCITC007) • Reproduce the sounds of the Italian language (VCITU013) • Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day (VCITU016) • Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (VCITU018) 	<p>Experiment with different materials and techniques to make artworks (VCAVAV018)</p> <ul style="list-style-type: none"> • exploring a range of materials and technologies to visually express their experiences • experimenting with materials such as a variety of paper and card • using techniques to demonstrate various compositional effects 	<ul style="list-style-type: none"> • Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings (VCHPEM064) • Use trial and error to test solutions to movement challenges (VCHPEM069) • Cooperate with others when participating in physical activities (VCHPEM068) • Follow rules when participating in physical activities (VCHPEM070)

Year 1	<ul style="list-style-type: none"> • Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (VCITC001) • Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song (VCITC002) • Participate in classroom routines, games, instructions and shared activities (VCITC004) • Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression (VCITC007) • Reproduce the sounds of the Italian language (VCITU013) • Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (VCITU014) • Understand that language is organised as texts (VCITU015) • Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day (VCITU016) • Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (VCITU018) 	<p>Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022)</p> <ul style="list-style-type: none"> • experimenting with a range of materials to visually express their experiences, ideas and emotions • using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter • identifying and following technical processes and safe practices in relation to specific art processes to make artworks, for example, construction techniques 	<ul style="list-style-type: none"> • Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080) • Use strategies to work in group situations when participating in physical activities (VCHPEM085) • Propose a range of alternatives and test their effectiveness when solving movement challenges (VCHPEM086) • Identify rules and fair play when creating and participating in physical activities (VCHPEM087)
Year 2	<ul style="list-style-type: none"> • Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (VCITC001) • Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song (VCITC002) • Participate in classroom routines, games, instructions and shared activities (VCITC004) • Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression (VCITC007) • Reproduce the sounds of the Italian language (VCITU013) • Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (VCITU014) • Understand that language is organised as texts (VCITU015) • Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day (VCITU016) • Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (VCITU018) 	<p>Experiment with different materials, techniques and processes to make artworks in a range of art forms (VCAVAV022)</p> <ul style="list-style-type: none"> • experimenting with a range of materials to visually express their experiences, ideas and emotions • using and experimenting with a range of techniques and processes to demonstrate various compositional effects based on their intentions and choice of subject matter • identifying and following technical processes and safe practices in relation to specific art processes to make artworks, for example, construction techniques 	<ul style="list-style-type: none"> • Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080) • Use strategies to work in group situations when participating in physical activities (VCHPEM085) • Propose a range of alternatives and test their effectiveness when solving movement challenges (VCHPEM086) • Identify rules and fair play when creating and participating in physical activities (VCHPEM087)

Year 3	<ul style="list-style-type: none"> • Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home (VCITC020) • Participate in collaborative action in class experiences and activities (VCITC021) • Participate in everyday transactions to obtain goods (VCITC022) • Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting (VCITC023) • Give factual information about people, objects, places and events in texts supported by graphics or illustrations (VCITC025) • Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English (VCITC028) • Create simple bilingual texts (VCITC029) • Experiment with pronunciation and intonation and use rules of spelling (VCITU032) • Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms (VCITU033) • Recognise how grammatical structures are used to form simple texts (VCITU034) 	<p>Explore ideas and artworks from different cultures and times as inspiration to create visual artworks (VCAVAE025)</p> <ul style="list-style-type: none"> • researching artworks of different styles and artists from different times and cultures, to inspire their own expression of ideas • discussing the role of the artist and artworks as an expression of society • exploring ways to express their ideas using visual conventions from different historical, social or cultural contexts • identifying and explaining choices in art making, for example, including forms, styles and visual conventions in their artworks, and the influences of other artists on their artworks 	<p>Term 2 will focus on cross country running, target games and an introduction to A.F.L.</p> <ul style="list-style-type: none"> o Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097) o Perform movement sequences which link fundamental movement skills (VCHPEM098) o Practise and apply movement concepts and strategies (VCHPEM099) o Adopt inclusive practices when participating in physical activities (VCHPEM102) o Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104)
Year 4	<ul style="list-style-type: none"> • Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home (VCITC020) • Participate in collaborative action in class experiences and activities (VCITC021) • Participate in everyday transactions to obtain goods (VCITC022) • Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting (VCITC023) • Give factual information about people, objects, places and events in texts supported by graphics or illustrations (VCITC025) • Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English (VCITC028) • Create simple bilingual texts (VCITC029) • Experiment with pronunciation and intonation and use rules of spelling (VCITU032) • Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms (VCITU033) • Recognise how grammatical structures are used to form simple texts (VCITU034) 	<p>Explore ideas and artworks from different cultures and times as inspiration to create visual artworks (VCAVAE025)</p> <ul style="list-style-type: none"> • researching artworks of different styles and artists from different times and cultures, to inspire their own expression of ideas • discussing the role of the artist and artworks as an expression of society • exploring ways to express their ideas using visual conventions from different historical, social or cultural contexts • identifying and explaining choices in art making, for example, including forms, styles and visual conventions in their artworks, and the influences of other artists on their artworks 	<p>Term 2 will focus on cross country running, target games and an introduction to A.F.L.</p> <ul style="list-style-type: none"> o Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097) o Perform movement sequences which link fundamental movement skills (VCHPEM098) o Practise and apply movement concepts and strategies (VCHPEM099) o Adopt inclusive practices when participating in physical activities (VCHPEM102) o Apply basic rules and scoring systems, and demonstrate fair play when participating (VCHPEM104)

- Interact to share interests, leisure activities, feelings, opinions and preferences ([VCITC039](#))
- Interact in classroom activities and create shared class routines ([VCITC042](#))
- Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas ([VCITC043](#))
- Represent information appropriately for different audiences, using a variety of modes ([VCITC044](#))
- Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning ([VCITC047](#))
- Create simple bilingual texts and discuss what translates easily or not ([VCITC048](#))
- Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation ([VCITC050](#))
- Develop pronunciation and intonation of Italian-specific sounds ([VCITU051](#))
- Use grammatical knowledge, to interpret and create meaning in Italian ([VCITU052](#))
- Notice and use distinctive features of text organisation in Italian ([VCITU053](#))
- Recognise that language use varies according to the contexts of situation and culture ([VCITU054](#))
- Recognise the dynamic nature of language and culture ([VCITU055](#))
- Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society ([VCITU056](#))

- Create and display artwork considering how ideas can be expressed to an audience (VCAVAP031)
- reflecting on how effectively their ideas or feelings have been expressed in their own artworks, and that of others
- Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks (VCAVAV030)
- practising art making skills using a range of materials and technologies
 - making informed choices about using elements to express a concept or theme
- Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs (VCAVAE029)
- exploring how artists select and manipulate materials and techniques and use these in their own art making
 - exploring ideas and expressions when making artworks inspired by observation
 - exploring the ways in which artists communicate their views, beliefs and opinions in artworks and use these in their own art making
 - making aesthetic choices about the expression of ideas and beliefs and describe the use of visual conventions and processes

- Term 2 will focus on cross country running, netball and A.F.L.
- o Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings ([VCHPEM115](#))
 - o Design and perform a variety of movement sequences ([VCHPEM116](#))
 - o Propose and apply movement concepts and strategies ([VCHPEM117](#))
 - o Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ([VCHPEM120](#))
 - o Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges ([VCHPEM121](#))
 - o Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities ([VCHPEM122](#))

- Interact to share interests, leisure activities, feelings, opinions and preferences ([VCITC039](#))
- Interact in classroom activities and create shared class routines ([VCITC042](#))
- Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas ([VCITC043](#))
- Represent information appropriately for different audiences, using a variety of modes ([VCITC044](#))
- Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning ([VCITC047](#))
- Create simple bilingual texts and discuss what translates easily or not ([VCITC048](#))
- Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation ([VCITC050](#))
- Develop pronunciation and intonation of Italian-specific sounds ([VCITU051](#))
- Use grammatical knowledge, to interpret and create meaning in Italian ([VCITU052](#))
- Notice and use distinctive features of text organisation in Italian ([VCITU053](#))
- Recognise that language use varies according to the contexts of situation and culture ([VCITU054](#))
- Recognise the dynamic nature of language and culture ([VCITU055](#))
- Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society ([VCITU056](#))

- Create and display artwork considering how ideas can be expressed to an audience (VCAVAP031)
- presenting their artworks using digital technologies, for example, creating an online exhibition of their class art works
 - reflecting on how effectively their ideas or feelings have been expressed in their own artworks, and that of others
- Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks (VCAVAV030)
- practising art making skills using a range of materials and technologies
 - making informed choices about using elements to express a concept or theme
- Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs (VCAVAE029)
- exploring how artists select and manipulate materials and techniques and use these in their own art making
 - exploring ideas and expressions when making artworks inspired by observation
 - exploring the ways in which artists communicate their views, beliefs and opinions in artworks and use these in their own art making
 - making aesthetic choices about the expression of ideas and beliefs and describe the use of visual conventions and processes

- Term 2 will focus on cross country running, netball and A.F.L.
- Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings ([VCHPEM115](#))
 - Design and perform a variety of movement sequences ([VCHPEM116](#))
 - Propose and apply movement concepts and strategies ([VCHPEM117](#))
 - Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ([VCHPEM120](#))
 - Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges ([VCHPEM121](#))
 - Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities ([VCHPEM122](#))

**Progression may differ slightly