Perform Peacefully
Performance is a wonderful thing! When we can overcome performance anxiety and perform peacefully, we can soar.

Music

Preps  Introductions to the music room space and equipment are covered in the beginning weeks of school. Singing and dancing is explored as a creative developmental play approach is utilized.

Juniors  Using Jon Maddin’s glockenspiel program, revision of 2010 notational literacy was covered in February based around the C Major Scale. Through March, students will develop further competencies in understanding harmonic groupings, and multiple lines played simultaneously. Students are expected to comprehend the traditional staff by the time they leave the Junior Unit.

Middles  This term students are furthering their notational reading, writing abilities, and ensemble skills by learning rhythmic tunes from South America. Cultural understandings of the music from South America are also briefly covered.

Seniors  Theatre studies are the basis for all lessons in the Senior Unit as they prepare for ‘Sheik, Rattle and Roll.’ Auditions will be held throughout March, and we hope to have all roles finalized by the end of Term.

CHOIR AND DANCE  Soiree dates are being discussed. As it is a shortened term, we are looking at the preparations time for items. The date will either be the last week of term or at the beginning of Term 2.

Sign up for an instrument by ringing the teacher directly.

http://misslyonsmusicroom.edublogs.org

Key Dates

<table>
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<tr>
<th>Date</th>
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<tr>
<td>March 3</td>
<td>Year 6 Round Robin</td>
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<td>March 7</td>
<td>Assembly: Leadership</td>
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<td>March 8</td>
<td>GIDSSA Basketball Tryouts in HALL and Basketball Courts</td>
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<td>March 17</td>
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<td>May 11</td>
<td>Soiree choir and dance</td>
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Art

**Preps** will concentrate on exploring the areas of drawing, painting and printing! They will use a variety of tools and particularly extend their knowledge regarding types of lines. They will be introduced to the concept of Primary colours. Literature and their own experiences will provide inspiration for the art activities.

**Juniors** will draw and paint using a variety of tools. They will experiment with painting techniques to discover a variety of textures. They will use their imagination to turn painted areas into animals. They will particularly look at the element of “line”. Primary and secondary colours will be experimented with, as well as the changes that result when you add black.

**Middle** children will use the topic of Summer and fish to provide stimulus when creating a 3D paper mache model. A design brief will be followed as they explore this modeling medium, and the elements of colour, shape and texture will be a focus. Some drawing will also occur in the planning and final stages to support this theme.

**Seniors** will continue to consolidate and extend their drawing skills. They will focus on the elements of line, tone and shape while using a variety of drawing tools. They will explore abstract art, positive and negative images and investigate the artists Van Gogh and Modigliani.

Mrs. Rebecca O’Neill
Art Teacher

Recorder Practice……

Kinesthetic sense allows people to feel internally the movements of their muscles, joints and tendons. Thus, all physical activity, such activities as walking or bicycling, draws on kinesthetic memory to automate movement. As playing the recorder requires many automatic physical actions, kinesthetic memory is essential.

At first, you need to concentrate in order to make your fingers move in just the right way, based on what you see. What you're learning is **precision**.

But after a while, the "seeing-thinking-doing" gradually becomes "seeing-doing" because your muscles seem to "know" and "remember" just what to do. What you're learning now is **speed**, i.e. how to perform the task carefully **and** quickly. That's **muscle memory**. Now by making the same movements in response to the same visual cues over and over again, the associated nerve-muscle connections gradually become more **effective**, i.e. the transmission of the signals becomes more effective, and this is how the "thinking" in the "seeing-thinking-doing" is gradually replaced by "seeing-doing", i.e. by muscle memory.
LOTE - ITALIANO

**Preps**  Greetings has been our first focus, with the students greeting the teacher and each other with *buon giorno*, asking and responding on how they are feeling, for example, *come stai?* *Sto molto bene/ cosi, cosi/ male*. We have used songs to help springboard the students into exploring new words and other basic phrases associated with simple greetings.

**Juniors**  The students have been revising greetings, as well as *‘La famiglia’* (the family). The children are revising family vocabulary, which they touched on last year, using forms of written work and games to anchor their understanding of the topic, and thus learning how to name, read and write the words.

**Middles**  Describing themselves and others has been the focus point for the term so far. We have mainly concentrated on describing physical features, and making simple sentences using this knowledge. The students have been learning the vocabulary and accompanying grammar for this topic.

**Seniors**  Our first focus this term has been introducing each other and exchanging names, ages, hobbies and birthdays. The students have also done several reading comprehension tasks, where they must understand the content to answer the questions provided, and practicing writing their own sentences using the correct grammar.

**CARNEVALE**

Carnevale is the topic we are focusing on for the rest of the term, and each level is concentrating and learning about different aspects of this famous Italian festival. This highly celebrated event dates back to Roman and Grecian times, and occurs all over Italy during the days before Lent, with “Il Carnevale di Venezia” (the Carnival of Venice) being the most well known. Students will gain cultural insight on how and why this ancient festival is still celebrated today and learn a selection of related vocabulary and specific language concepts. The children will learn about the different characters of the Carnevale, such as Arlecchino and Pulcinella, in an interesting and fun way. Masks also play a very big role during this time and the students will have a chance to create their very own masks. We are excited to be putting on some simple little plays, for the students to have a more interactive learning experience.

The Italian teachers,

Caterina Cook and Pina Killaly.

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**DANCE**

DanceClub@CSPS is now in it’s 7th consecutive year!
DanceClub and BoyZonlyDC are non competitive, extra curricula activities with no exams or competitions, the children dance purely for fun. The classes run at lunchtimes on a casual basis for girls in junior and middle units and boys in junior, middle and senior units.

After a funky warm up, the students learn the steps to a new and complete dance each term. A full year’s program includes four performances at school assemblies in front of students, parents and special friends, plus optional appearances at other suitable school events. As with any team activity, there is an expectation of commitment per term but the informality of the sessions gives the children the opportunity to ‘have a go’ and experience the art of dance in a fun, friendly and familiar environment.

The routines are all in the genre of Theatrical Jazz. Each dance is choreographed for a wide range of abilities and styled appropriately for the age of the children. No experience is required.

For further information call Kate Stanford 9809 0599  0417 545 024
RESOURCES CENTRE

After having 4 months off last year I am pleased to be back at CSPS, once again managing the Resource Centre. I had a wonderful time in 2010 travelling around Australia, with my husband, on a fabulous camping trip. I have returned refreshed and with many new ideas, conceived while a passenger for many hours on the road.

Many things have changed at the school in my absence. ICT is an ever-changing area of the curriculum and Koren Irving did a wonderful job driving this area of Student Learning.

Students have been welcomed back to the Resource Centre for 2011 and the first thing they noticed is there is a class sharing the Resource Centre, until the new building is completed. The students have responded well and both groups are mindful of the need to keep noise levels down and respecting the other students using the space.

Preps spend first term learning how the Resource Centre operates. They learn to borrow and return books through the circulation and which section of the library they may borrow from. They learn the process of logging on to the computers and must remember their User Name and Password. Not always an easy task. Middle unit buddies have been helping them learn this process. Parent helpers have been trained to help the children in the Resource Centre during their lesson time.

The Junior students started the year discussing how the school norms apply in the Resource Centre. Later we will discuss the importance of safe behaviours on computers and the internet.

Lessons will concentrate on:

- Using NetSmartz
- parts of the computer
- creating logos in a drawing program or using the drawing and image tools in Word – for use on their digital portfolio
- pattern making – to support concepts taught in Maths

Middles: To start the year class teachers are helping students with logon procedures eg. changing passwords and reacquainting them with the Ultranet and Mathletics. Throughout the term students will develop their Learning Spaces on the Ultranet.

Seniors: The year will commence with activities based on the school norms, digital citizenship and responsible internet use.

- Students will use Flip cameras to create little movies illustrating the norms and good citizenship. We will analyze the videos focusing on the good aspects and how they could be improved. Students will continue to refine their techniques as the year progresses.
- We will look at cyber bullying and how to be safe online. Students will be introduced to the concept of a digital footprint and how it is important to keep this in mind at all times while online. What are they saying about themselves on social networking sites and other online activities; and how others might interpret this?
Physical Education

Hello CSPS

Welcome to a new and exciting year of Physical Education and Sport.

Preps

This term students are learning organisational and formation signals as well as fundamental motor skills such as running, hopping, skipping, jumping and throwing. Students are also learning to cooperate in game and class situations and displaying good sportsmanship.

Juniors, Middles and Seniors

This term students are furthering their fundamental motor skills focusing on Gymnastic Skills. Students will be involved in a five-week programme delivered by KidSkills and myself during their PE class time. The purpose of the gym unit is to focus on skills that develop core body strength, dynamic balance, teamwork, upper body strength and many more skills. These skills can also be used in many other sports that our students already play, helping them to enhance their physical education, recreation and sporting activities.

Seniors Interschool Sporting Program

Seniors have a very busies term 1 they will be involved in two interschool sport Round Robin days plus a finales day if their teams are successful. They will also be involved in GiDSSA swimming carnival and trainings and have the opportunity to try out for VPSSA state sports team which involve numerous trial days.

Have a great term, good luck and have fun!

Rachel Shovelton

PE Teacher, Sport Coordinator

DRAMA

Lauren Smith has started with all Senior Students. Her work is aimed to equip students with auditioning skills, to make the most of their musical theatre year.
BI ANNUAL PERFORMANCES

THE SCHOOL HAS A BI ANNUAL CALENDAR
ONE YEAR IS REFERRED TO AS “THE MUSICAL THEATRE YEAR”
THE OTHER YEAR IS REFERRED TO AS “THE FAIR YEAR”

MUSICAL THEATRE YEAR

While the classroom program heavily supports the Musical Theatre piece, there are after school rehearsals, occasional weekend work, and the evening performances. The majority of weekend work is done in the art room. Mrs. O’Niell leads a team of talented parents that make all the props and sets. The weekend work takes much passion and energy and we highly value the work that Neil Ritchie invests to assist in making the students look fabulous in the final presentations.

http://www.cambsth.vic.edu.au/robin/

During this year, we don’t run a family concert nor do the Music Count Us In project due to the time it takes to do each well.

FAIR YEAR

1. Family Concert – Remember the days before television where families would gather around the lounge room hearth to play folk tunes together? We welcome parents, cousins, aunts and uncles playing with the CSPS children in family units to our stage. Students are invited to bring throw cushions, throw rugs, beanbags and even teddies, as we share our pieces as a warm way of showing family love. Music as a family expression – quite different to the formal performance of other soirees. A low key, warm atmosphere is created with the music. Thursday August 12th, 6.30 set up, with a 7 pm start. Families will need to fill in the online notice

2. Music Count Us In – All ensembles lead the whole school to celebrate music education and promote the benefits to the government authorities as a stream of learning that every child in every school in Australia should enjoy. All information, scores, ITunes and videos are located at http://www.musiccountusin.org.au/

PERFORMANCE EXTENSION

EMRY – Eastern Metropolitan Youth Concert annually in May at Hamer Hall

Professional performers, workshops with secondary colleges and international visitors are welcomed wherever possible. CSPS encourages and supports students that enter the Boroondarra Eisteddfod, join the various children's choirs, perform at assembly, play in classroom concerts and enter A.M.E.B examinations.

ONLINE MUSIC ROOM:
http://misslyonsmusicroom.edublogs.org

FOPA_Special thanks to this team without whom all the rich diversity of musical activities would not be possible in a government school.