

ENGLISH

Unit 4: Responding To Text

Students read, examine and respond to literature and explore text structure and organisation. They will learn about language and literature through focused learning, play, real-life situations, investigations and routines and transitions

- Jolly phonics / Spelling program
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR

EVENTS & EXCURSIONS

SCIENCE

**On The Move
(Physical Sciences)**

Students develop an understanding of how things move. They explore the push and pull forces they can use to move objects in ways such as sliding, bouncing and spinning. Through investigations, students observe and gather evidence about rolling objects and explore the idea of fair testing.

HASS

Unit 2: My Special Places

Students will answer the following inquiry question:

- What are places like and what makes them special?

Students describe and observe the features of familiar places, and represent them on maps and models.

MATHEMATICS

Number & Algebra

- Count forwards and backwards
- Use the count on strategy
- Match number names, numerals and quantities
- Represent quantities
- Sequence numbers to 20
- Subitise and partition collections
- Identify parts and the whole
- Compare and sequence quantities
- Represent the addition and sharing process
- Identify equal and not equal parts
Describe, model and represent addition

Measurement & Geometry

- Identify, compare and order the capacity of containers
- Identify, compare and order the mass of objects
- Identify, compare and order the length of objects
- Describe and locate the position of objects
- Describe and compare shapes
- Compare the duration of events
- Identify annual events

Statistics & Probability

- Generate yes/no questions
- Identify and interpret data collected

HEALTH

Nutrition

Students will be able to distinguish between healthy foods and give reasons for their choices.

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EVENTS & EXCURSIONS

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ENGLISH

Unit 6: Creating Digital Procedural Texts

Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts.

- Jolly phonics / Spelling program
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR

SCIENCE

Up, Down and All Around (Earth and Space Sciences)

Students explore natural, made and managed features that undergo change. Through outdoor observations and photographic records, students investigate the daily, weekly and seasonal changes in their local environment.

HASS

Unit 2: My Changing World

Students will identify the natural, constructed or managed features of familiar places, any changes to the features and describe their locations on a map.

They will examine how different groups of people describe the weather and seasons of places, and compare similarities and differences. Students will also investigate why and how places need to be cared for.

MATHEMATICS

Number & Algebra

- Recall addition and subtraction facts
- Describe the addition and subtraction process
- Partition and rearrange the parts of sums
- Solve addition and subtraction problems with parts unknown and finding the difference
- Record simple addition and subtraction problems
- Identify related addition and subtraction facts
- Add two digit number (no regrouping)
- Identify a half of collections and objects
- Recall the ones, twos, fives and tens counting sequence
- Describe, continue and create adding and subtracting counting sequences
- Represent, read, record and match representations of two digit numbers
- Sequence and order two digit numbers

Measurement & Geometry

- Classify and describe 2D shapes and 3D objects
- Give and follow directions
- Measure, compare and order the capacity of objects

Statistics & Probability

- Ask suitable questions for gathering, recording and representing data

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EVENTS & EXCURSIONS

ENGLISH

Unit 6: Exploring Plot and Characterisation in Stories

Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience.

- Spelling program
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR, comprehension strategies

SCIENCE

Water Works (Earth and Space Sciences)

Students explore how water is used, where water comes from and how to use it responsibly.

HASS

Unit 2: Impacts of Technology over Time

Students will answer the following inquiry question:

- How have changes in technology shaped our daily life

Students will compare objects in people's lives from the past and present to identify features that have changed or stayed the same.

They will investigate technologies used in homes, work or daily life, transportation, entertainment and communication.

MATHEMATICS

Measurement & Geometry

- Compare and order shapes using length, area, volume and capacity
- Describe and draw familiar 2D shapes
- Identify and describe 3D objects using face, corner and edge
- Manipulate 2D and 3D objects using slides and turns, half and quarter turns
- Identify time to the quarter hour
- Interpret and use calendars
- Use calendars and solve problems

Number & Algebra

- Partition shapes and collections into halves, quarters and eighths
- Identify different representations of the same fraction
- Count forwards and backwards to 1 000
- Represent, read, write compare, order and partition 3 digits numbers with materials and on a number line
- Add and subtract 2 digit numbers using mental strategies
- Represent multiplication and division

Statistics & Probability

- Identify events that involve chance
- Describe possible outcomes of events using the language of chance
- Classify event according to their likelihood of occurring
- Interpret simple maps
- Identify the relative positions of key features
- Generate relevant questions to collect data
- Collect, organise and represent data to answer questions
- Interpret picture graphs, column graph and Venn diagram
- Make predictions based on the data

TECHNOLOGY

Costumes

Students will investigate the suitability of materials, tools, equipment and techniques to create a costume for a play. They will explore the role of people in design and production.

EVENTS & EXCURSIONS

- Redlands Museum Excursion
- Shepherd Little

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Unit 6: Reading, Writing and Performing Poetry

Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.

- Spelling program
- Handwriting program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR

EVENTS & EXCURSIONS

SCIENCE

What's the Matter (Chemical Sciences)

Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of and be able to identify liquids and solids..

TECHNOLOGY

Decorations

Students will investigate the suitability of materials, tools, equipment and techniques to create a decoration. They will explore the role of people in design and production.

HASS

Unit 2: Exploring Places Near and Far

Students will answer the following inquiry questions:

- How and why are places similar and different?

Students will locate major human and natural features and examine the conventions of a map of the world and Australia. They will recognise the influence that lifestyle and characteristics of a community have on people and compare Australia to neighbouring countries. Students will also recognise people's connections to places, describe the importance of democratic decision making, the role of rules in communities and respond to an issue or challenge.

MATHEMATICS

Measurement & Geometry

- Estimate, measure and compare lengths using cm and m
- Estimate, measure and compare mass using g and kg
- Estimate, measure and compare capacity using mL and L
- Link sides of 2D shapes to perimeter
- Describe angles by the amount of turns
- Identify and compare angles
- Identify and describe symmetry in 2D shapes, patterns and images
- Create symmetrical shapes and patterns

Number & Algebra

- Recall basic addition and subtraction facts
- Use inverse operations and fact families to explain + and – connection
- Add and subtract up to 2 digit numbers
- Use written and mental methods to add and subtract
- Use estimation to check answers
- Read, write and represent to thousands (including a number line)
- Partition 4 digit numbers
- Order and compare 4 digit numbers
- Recall basic x and ÷
- Recognise and use = in equations

Statistics & Probability

- Generate questions, collect and organise data
- Represent, interpret and compare data using picture and column graphs and Venn diagrams
- Identify events that involve chance
- Describe possible outcomes of events

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HASS

Unit 2: Using Places Sustainably

Using a variety of maps, students will understand the purposes of maps, interpret information and use basic cartographic conventions. They will also describe and compare the connection between geographical features, the environment, animals and people of Africa and South Africa.

MATHEMATICS

Statistics & Probability

- Identify and use data collection methods
- Identify the purpose of collecting data, its organisation and display
- Explain influences on how data is collected
- Create and interpret line and picture graphs and tables

Measurement & Geometry

- Measure and compare length using scaled instruments
- Use legends, compass points and scale to interpret information from maps
- Identify and describe 3D shapes and their cross sections

Number & Algebra

- Read, write and represent equivalent fractions
- Read, write and represent decimal fractions
- Use strategies to calculate change
- Identify and create equivalent and non equivalent equations
- Recognise =, <, > symbols
- Read, write and represent 5 digit numbers and decimal numbers to hundredths (including number line)
- Compare and order whole and decimal numbers
- Identify repeated patterns
- Create and continue number patterns

EVENTS & EXCURSIONS

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ENGLISH

Unit 2: Examining Humour in Poetry

Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry.

- Spelling program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR, comprehension strategies

SCIENCE

Fast Forces (Physical Sciences)

Students investigate and demonstrate the direction of forces and the effect of contact and non contact forces on objects.

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SCIENCE

Our Place in the Solar System (Earth and Space Sciences)

Students describe key features of our solar system including planets and stars. They will discuss scientific developments that have affected people's lives and contributed to our knowledge of the solar system.

HASS

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Unit 4: Participating in Australian Communities

Students will explore the key values of our system of government and the influence on society. They will investigate historical events and significant people that helped the development of democracy in Australia. Students will also examine the steps of the electoral process.

MATHEMATICS

Measurement & Geometry

- Read, represent and convert 12- and 24- hour times using timetables
- Identify features of maps
- Use coordinates and compass points to describe location

Number & Algebra

- Revise multiplication and division strategies
- Use order of operation correctly
- Identify equivalent and non-equivalent equations
- Read, write and represent whole numbers to 6 digits
- Read, write and represent decimal numbers to thousandths
- Order and compare whole and decimal numbers
- Recall and apply addition and subtraction mental strategies
- Calculate addition and subtraction written problems with or without regrouping up to 4 digits
- Describe, continue and create addition and subtraction patterns involving whole number, decimals and fractions
- Compare and calculate 'best price'
- Solve money problems

Statistics & Probability

- Identify and assign probability of possible outcomes of chance experiments
- Represent outcomes on a continuum
- Define categorical and numerical data
- Ask questions, collect and present data in column graphs and line graphs

EVENTS & EXCURSIONS

ENGLISH

Unit 2: Examining Advertising in the Media

Students listen to, read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect.

- Spelling program
- Writing warm ups
- Reading hierarchy
- Reading program – QAR, comprehension strategies

SCIENCE

Earth and Beyond (Earth and Space Sciences)

Students describe the key features of planets in our solar system, discuss how people have contributed to space exploration and look for patterns and relationships between the Earth and the solar system. They will also explore how geological and extreme weather events can affect Earth's surface.

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EVENTS & EXCURSIONS

TECHNOLOGY

Simple Machines

Students will design, make and appraise a simple machine to assist or solve a problem in the community.

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HASS

Unit 4: Australia's Global Connections

Students will investigate the connections, including trade, tourism, migrations and aid, which Australia has with the rest of the world. They will identify trends and patterns in data and draw conclusions from the evidence.

MATHEMATICS

Measurement & Geometry

- Identify types of angles and calculate unknown angles on a straight line, vertically opposite angles and angles at a point
- Identify 2D shapes and explain their properties
- Manipulate objects by translation, reflections and rotation
- Identify line and rotational symmetry
- Identify shapes that tessellate and create patterns
- Link power of ten to metric system
- Identify, compare and convert units of measurement for length
- Estimate and calculate the perimeter and area of regular and irregular 2D shapes
- Interpret and use timetables using 24 hr time
- Identify 3D objects and 2D shapes and their properties using cross sections and different view points

Number & Algebra

- Convert fractions, decimals and percentages
- Calculate a fraction or percentage of a quantity
- Compare discounts to find best valued buy
- Represent fractions as proper and improper, mixed numerals and equivalent fractions
- Compare, order and round fractions
- Calculate + and - of fractions
- Describe, apply a rule and continue patterns and sequences
- Apply order of operations
- Calculate unknown quantities in equations with pronumerals

EVENTS & EXCURSIONS

- Bush Dance
- Book Week Dress Up Parade
- Big Dreams Performance

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EVENTS & EXCURSIONS

Prep1 & Prep 2

The students will engage in purposeful singing and playing through:

- revisiting known nursery rhymes & songs.
- continue to build a repertoire of core song material.
- identify different types of styles of music
- create same & different 4 beat phrases of melody and rhythmic patterns
- distinguish between two tones, match pitch and echo singing
- begin visually representing music using concrete materials
- explore where and why people make music.

1A & 1B The students will:

- revise some core material & concepts from Prep
- Identify/ differentiate beat from rhythm in well-known song material
- identify patterns, identify tones by steps or leaps
- develop in- tune singing through echo singing & pitch matching
- identify classroom percussion instruments, correct playing technique & careful storage of same.
- revise why and where people play music.

2A& 2B: The students will:

- experience core song material
- study unison, canon, ostinato, rhythmic and melodic ostinato, beat and rhythmic patterns
- explore graphic notation
- investigate different time signature of 2, 3 and 4
- explore crotchet, quavers and crotchet rest
- explore dynamics including crescendo and diminuendo
- explore tempos including accelerando and ritardando
- describe timbre of percussion instruments.
- revise why and where people play music.

3A: The students will:

- add bar lines to match time signatures in 2/4, 3/4 & 4/4
- identify notes of lines and spaces in treble clef & apply s-m, m-s, d-r-m, m-r-d accurately on staff
- identify crotchet and quaver & equivalent rests
- explore tempos of accelerando & ritardando
- write and notate rhythmic patterns in 2/4, 3/4 & 4/4
- compose contrasting A B patterns in simple rhythmic & melodic structures as a class group
- investigate songs of celebration and commemoration.

3/4B: The students will:

- add bar lines to match time signatures in 2/4, 3/4 & 4/4
- identify notes of lines and spaces in treble clef & apply s-m, m-s, d-r-m, m-r-d accurately on staff
- identify crotchet and quaver & equivalent rests
- explore tempos of accelerando & ritardando
- write and notate rhythmic patterns in 2/4, 3/4 & 4/4
- compose contrasting A B patterns in simple rhythmic & melodic structures as a class group
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4A: The students will:

- add bar lines to match time signatures in 2/4, 3/4 & 4/4
- identify notes of lines and spaces in treble clef & apply s-m, m-s, d-r-m, m-r-d accurately on staff
- identify crotchet and quaver & equivalent rests
- explore and utilise tempos of accelerando & ritardando
- write and notate rhythmic patterns in 2/4, 3/4 & 4/4
- compose contrasting A B patterns in simple rhythmic & melodic structures as a class group
- investigate songs of celebration and commemoration.

4/5B students will:

- treble clef staff-reading
- add bar-lines to items listed below
- notate rhythmic patterns in 2/4, 3/4 & 4/4
- notate 2-part rhythmic patterns in 2/4, 3/4 & 4/4
- revise crescendo, diminuendo, accelerando, ritardando, staccato & legato
- explore similarities and differences in style and form by comparing other student's music and their own.

5/6B: The students will:

- identify, read & play all notes in treble clef on tuned percussion.
- notate 2 part rhythmic compositions in stick notation in 2/4, 3/4, 4/4.
- Identify compound & simple rhythms
- match bar lines to time signatures in 2/4, 3/4, 4/4 & 6/8 patterns.
- explore song material with anacrusis
- experience material making legato & staccato conscious
- explore and practise describing similarities and differences in style and form by comparing other student's music and their own.

6A: The students will:

- identify, read & play all notes in treble clef on tuned percussion.
- notate 2 part rhythmic compositions in stick notation in 2/4, 3/4, 4/4.
- Identify compound & simple rhythms
- match bar lines to time signatures in 2/4, 3/4, 4/4 & 6/8 patterns.
- explore song material with anacrusis
- experience material making legato & staccato conscious
- explore and practise describing similarities and differences in style and form by comparing other student's music and their own.

EVENTS & EXCURSIONS:

PREP1 & PREP2: The students will

- Perform fundamental movement skills for tennis and bush dancing
- Use personal and social skills to perform activities safely and fairly

HEALTH

- Identify actions that help them be healthy, safe and physically active.

1A & 1B: The students will

- Perform movement sequences that incorporate the elements of movement for tennis and bush dancing.
- Demonstrate positive ways to interact with others.

HEALTH

- Select and apply strategies to keep them healthy and safe.

2A & 2B: The students will

- Perform movement sequences that incorporate the elements of movement for tennis and bush dancing.
- Demonstrate positive ways to interact with others

HEALTH

- Select and apply strategies to keep them healthy and safe.

3A: The students will

- perform running, jumping & throwing sequences in an athletic themed context
- apply strategies for working fairly and cooperatively in physical activities

3/4B: The students will

- Apply movement concepts and strategies to tennis and bush dancing.
- Create and perform movement sequences using the elements of movement.
- Apply strategies to work cooperatively and fairly

4A: The students will

- Apply movement concepts and strategies to tennis and bush dancing.
- Create and perform movement sequences using the elements of movement.
- Apply strategies to work cooperatively and fairly

4/5C: The students will

- Apply movement concepts and strategies to tennis and bush dancing.
- Examine how physical activities create community connection
- Participate positively in groups and teams
- Demonstrate ethical behaviour and fair play in dancing and tennis

5/6B: The students will

- perform running, jumping & throwing sequences in an athletic themed context
- Propose and combine movement ideas and strategies to solve movement challenges

6A: The students will

- Manipulate and modify movement elements for tennis and bush dancing.
- Examine how physical activities create community connection
- Participate positively in groups and teams
- Demonstrate ethical behaviour and fair play in dancing and tennis

EVENTS & EXCURSIONS:

- Oz Tag Clinic Week 10
- Bush Dance

3A:

In this unit, students reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Chinese.

3/4B:

In this unit, students use language to explore the concept of housing in Chinese-speaking cultures and make connections with students' own personal spaces within a home. They will analyse and understand the systems of language relating to pronunciation and script recognition.

4A:

In this unit, students use language to explore the concept of housing in Chinese-speaking cultures and make connections with students' own personal spaces within a home. They will analyse and understand the systems of language relating to pronunciation and script recognition.

4/5C:

In this unit, students will continue to explore the story "little chicken" by story-telling, using gestures, active collaboration and repetition to learn different language contexts and features.

5/6B:

In this unit, students will continue to explore the story "three little pigs" by story-telling, using gestures, active collaboration and repetition to learn different language contexts and features.

6A:

In this unit, students will continue to explore the story "three little pigs" by story-telling, using gestures, active collaboration and repetition to learn different language contexts and features.

EVENTS & EXCURSIONS:

Year 1:

Students selected will work in a small group focusing on reading and comprehension skills to lift Bench mark levels.

YEAR 2:Reading

Students selected will work in a small group focusing on reading and comprehension skills to lift Bench mark levels.

Mathematics

Selected students will work in a small group focusing basic concepts, operations and rainbow number facts.

YEAR 3:

Streamed group intervention focusing on reading accuracy and comprehension.

Mathematics

Selected students will work in a small group focusing basic concepts, operations and rainbow number facts.

YEAR 4:

Streamed group intervention focusing on reading accuracy and comprehension.

Other Year Levels:

Students will be monitored in their learning. The teacher will liaise with class teachers to provide resources, differentiation models and individual plans.

Rock and Water

- Teaching body awareness
- Developing skills to focus
- Social skills
- Anti bullying
-

Educational Support

- In class assistance targeted to students who need extra support
- Class activities that have social interaction to assist in education outcomes and build relationships with students

Pastoral Care

- One on one support
- Casual playground conversation
- Availability for families

SCHOOL EVENTS:

- Chappy Toast on Friday Morning (before school)
- Pancake breakfast

Prep 1 and Prep 2

Context for learning: Read and respond to fiction and nonfiction resources.

- Orientation to the Library, book care and borrowing routines.
- Listen to fiction/nonfiction books (including online stories, e.g. Story Box).
- Respond orally to teacher's questions and engage in activities focusing on comprehension, thinking skills, art and craft, drama.
- Learning about front and back covers; title and author, illustrator, layout and navigation of digital/screen texts.
- Introduce BeeBots for simple coding activities.
- Browsing, borrowing and silent reading.

1A and 1B

Context for learning: Read and respond to fiction and nonfiction resources.

Revise library rules/ procedures/ book care.

- Explore fiction (both picture books and intro to easy chapter books) and nonfiction books. Discuss differences between both types of books.
- Listen to fiction/nonfiction books (including online stories, e.g., Story Box) and respond orally to teacher's questions and engage in activities focusing on comprehension, thinking skills, art and craft, drama.
- Continue BeeBot activities for simple coding activities and iPad activities introducing Scratch for Juniors.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

2A and 2B

Learning Context: Read and respond to short narrative stories and nonfiction.

- Explore fiction (both picture books and intro to easy chapter books) and nonfiction books. Discuss differences between both types of books.
- Listen to fiction/nonfiction books (including online stories, e.g., Story Box) and respond orally to teacher's questions and engage in activities focusing on comprehension, thinking skills, art and craft, drama.
- Continue BeeBot activities for simple coding activities and iPad activities introducing Scratch for Juniors.
- Introduce new resources and book talk a variety of books for year level.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

3A and 3/4B

Learning Context: Read and respond to short narrative stories and nonfiction

- Use the Library's organization to select books appropriate to their level of understanding and interest.
- Listen to, view, read and explore fiction and nonfiction books and answer questions using comprehension strategies to build literal and inferred meaning of the text.
- Introduce new resources and book talk a variety of books for year level.
- Use iPads to access Orbit to independently find resources in the library.
- Continue BeeBot and iPad activities.
- Introduce new resources and book talk a variety of books suitable for year level.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

4A and 4/5B

Context for Learning: Read and respond to short narrative stories and nonfiction

- Use the Library's organization to select books appropriate to their level of understanding and interest.
- Listen to, view, read and explore fiction and nonfiction books and answer questions using comprehension strategies to build literal and inferred meaning of the text.
- Introduce new resources and book talk a variety of books for year level.
- Use iPads to access Orbit to independently find resources in the library.
- Continue BeeBot and iPad activities.
- Introduce new resources and book talk a variety of books suitable for year level.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

6A and 5/6B

Context for Learning: Read and respond to short narrative stories and nonfiction

- Use the Library's organization to select books appropriate to their level of understanding and interest.
- Listen to, view, read and explore fiction and nonfiction books and answer questions using comprehension strategies to build literal and inferred meaning of the text.
- Introduce new resources and book talk a variety of books for year level.
- Use iPads to access Orbit to independently find resources in the library. Set up students own home page in Orbit.
- Continue writing book reviews using new library resources. Put some of these reviews onto Orbit.
- Browsing, borrowing and silent reading – both fiction and nonfiction books.

EVENTS & EXCURSIONS:

- **ANZAC DAY:** Read and explore an appropriate story, share feelings and thoughts about the events and people. Complete appropriate year level activities.
- **Under 8's** - Focus on upcoming Book Week
- **National Simultaneous Storytelling Day (Wednesday 22 May)** - : Listen to the story and complete activities.

PREP1 & PREP2:

Students will engage in movement, relaxation, stories and games to enhance personal and social abilities.

1A & 1B:

Students will engage in movement, relaxation, stories and games to enhance positive social interaction and emotional wellbeing.

2A & 2B:

Students will engage in movement, relaxation, stories and games to enhance positive social interaction and emotional wellbeing. Students will explore emotions through creative tasks.

3A:

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing.

3/4B:

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing.

4A:

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing. Students will participate in problem solving activities.

4/5C:

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing. Students will participate in problem solving activities.

5/6B & 6A:

Students will engage in movement, relaxation, and games to enhance physical, social and emotional wellbeing. Students will participate in problem solving activities.

Learning to play a musical instrument can be an immensely satisfying challenge. Students have the opportunity to develop friendships with students from other schools at Beginner and Intermediate Music Camps. The ability to play an instrument also opens the door to friendships with students of other year levels particularly when students are involved in Instrumental Music at High School. Music is a source of pleasure throughout one's life.

Aim

The aim of the Instrumental Music Program is to give students the opportunity to learn to play a musical instrument in a group lesson situation. Providing ensemble/band experience for students to develop their performance skills and extends their knowledge.

Tuition

Students are initially grouped by year level for lessons. This is reviewed at the end of their first year and may be reviewed at the end of each term. Lessons are given in groups, averaging 6 to 8 students, with no individual tuition. Each lesson is on a weekly basis for a duration of thirty minutes. All lessons are held in class time. The Instrumental Music Instructor, in consultation with the school coordinator, arranges lesson times.

**Recruitment for 2020 Instrumental Music Program****Years 2 – 5**

Students will be auditioned to join the program. They are tested for musical aptitude using the Selmer Test. The test shows the ability to discriminate between Pitch, Harmony, Melody and Rhythm in a segment of music.

A recruitment eventing for prospective parents is held in Term 4.

EVENTS & EXCURSIONS:

- Selmer Test
- Emily Foord Visit
- Good Start Early Learning Visit
- Camps (Extension)
- Music Muster
- Fanfare

ENSEMBLES:

Students will have the opportunity to join an Ensemble or Band.

- String Ensemble
- Junior Band
- Bucket Percussion Group

**Years 3 – 6
Strings Program**

Students will learn to play one of the following instruments:

- Violin
- Viola
- Cello

**Years 4 – 6
Brass Program**

Students will learn to play one of the following instruments:

- Trumpet
- Trombone
- Euphonium
- Baritone
- Tuba

**Years 4 – 6
Woodwind Program**

Students will learn to play one of the following instruments:

- Flute
- Clarinet
- Alto Saxophone
- Bass Clarinet
- Tenor Saxophone

**Year 4 – 6
Percussion Program**

Students will learn to play one of the following instruments:

- Tuned-Xylophone
- Glockenspiel
- Untuned-Snare Drum
- Bass Drum
- Wood Block
- Triangle
- Cymbals