



**Golden  
Square**  
Primary School 5531

**Pack 7**

**Grade 3/4**

**Specialist Program & Extra Curricular  
Activities**

**Name.....**

# Performing Arts

We are learning to use music notation.

- I can draw music notes correctly.
- I can sort rhythms into the correct time signature.
- I can recognise the length of notes and how they relate to each other.

This week, I have included two information sheets, followed by three worksheets. Read through the information sheets before you try the worksheets. You may also like to use the note tree to help you from last week's learning pack. A lot of the tasks in this booklet are new to you, so you may feel more comfortable completing these sheets during or after our Performing Arts Webex.

If you have any questions or would like me to have a look at your work, feel free to send me an email:

[jazmine.morris@education.vic.gov.au](mailto:jazmine.morris@education.vic.gov.au)

## **Optional Webex Session**

Friday 9:30am - 10:00am

Room number: 575875539

<https://eduvic.webex.com/meet/morris.jazmine.m>

Have a wonderful week!

Miss Morris












# Information Sheet #1

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Note Names

The Table below shows all the different note names, their values and equivalent rests

Symbol	Name	value	Rest
	semibreve	4	
	minim	2	
	crotchet	1	
	quaver	$\frac{1}{2}$	
	Pair of quavers	$\frac{1}{2} + \frac{1}{2} = 1$	
	Semiquaver	$\frac{1}{4}$	

Rhythm Theory – Jooya Teaching Resources

## Information Sheet #2

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Time Signatures

A Time Signature consists of TWO Numbers. Each number has a different meaning.

The number on the bottom tells you what TYPE of beat will be in the bar.

The number on the TOP tells you how many beats can be in the bar.

Minim time has a 2 on the bottom.

Crotchet time has a 4 on the bottom.

Quaver time has an 8 on the bottom.






Time Signature	Meaning
$\frac{2}{4}$	2 crotchet beats per bar
$\frac{3}{4}$	3 crotchet beats per bar
$\frac{4}{4}$	4 crotchet beats per bar
C	Common Time 4 crotchet beats per bar
$\frac{3}{8}$	3 quaver beats per bar
$\frac{6}{8}$	6 quaver beats per bar
$\frac{2}{2}$	2 minim beats per bar

## Worksheet #1

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# Drawing Notes



Name each note and copy it into the space 10 times. Be sure to make the stem go the correct side!



Note	Name	Copy 10 Times
		
		
		
		
		
		
		
		
		

## Worksheet #2

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Write the answer in the space provided



1. How many  in a  ?



2. How many  in a  ?

3. How many  in a  ?

4. How many  in a  ?



5. How many  in a  ?

6. How many  in 2  ?

7. How many  in 2  ?

8. How many  in 2  ?

9. How many  in 2  ?




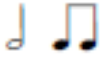

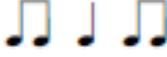

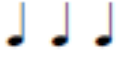

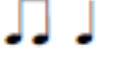
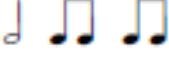
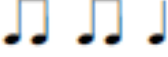
10. How many  in 2  ?


# Worksheet #3

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Correctly draw each rhythm into the column that matches it's time signature

2  
4

3  
4

4  
4

# Chinese

1. Warm up: Watch this video on  
<https://www.youtube.com/watch?v=RL8pS-lvy6E>

Can you guess what these characters mean?

山, 雨, 月, 鸟, 鱼, 伞

2. Some Chinese characters were created from pictures of real things, such as the ones below.







3. Activity - Worksheet: can you guess what these characters mean according to the pictures? Write the meanings in the boxes and colour in the pictures.

4. Do you need help? Come and join my live session. I am looking forward to seeing all of you.

Monday: 9:30 - 10:00 am (Grade 3/4)

Meeting address

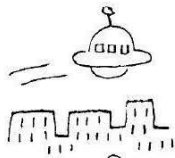
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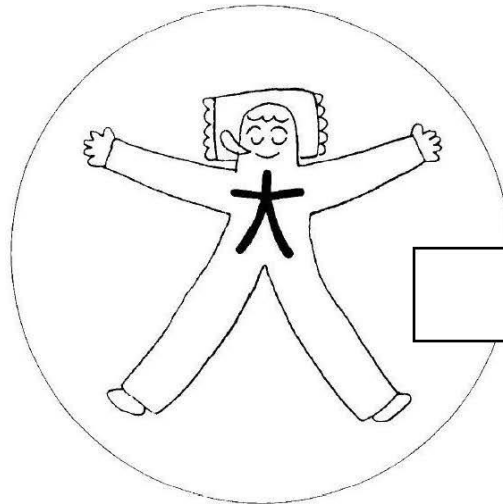
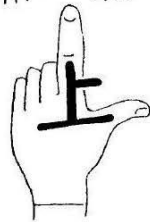
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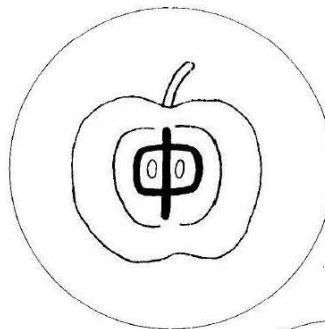
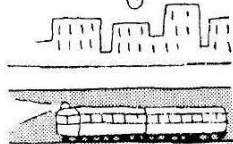
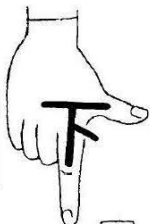
Please contact me if you have any questions

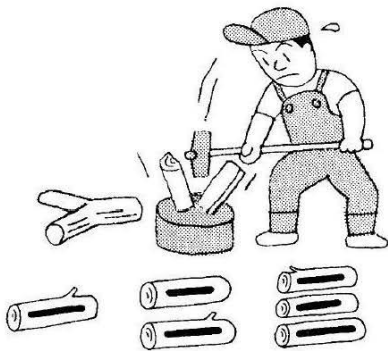
Ella : [ella.xu@education.vic.gov.au](mailto:ella.xu@education.vic.gov.au)

Write the meanings of the characters in the box and colour in the pictures.

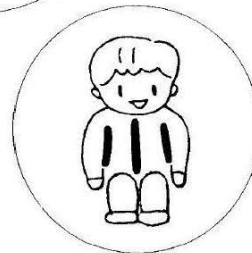










# Wellbeing Activities



## Mindful Safari

Get outside and move and refresh the mind.

*Tip: if you are able to go outside into a garden or onto a veranda and you're in the sun, wear a hat and sunscreen while exploring outside!*

Go on an exciting Safari adventure to look for animals that jump, fly, crawl. To look for plants and objects that may be big or small and to listen for different sounds.

1. Slowly breathe in through your nose and count 1, 2, 3 in your head.
2. Hold the breath for 1, 2, 3. 3. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
4. Now, make sure to move slowly and stay quiet and calm so you don't scare away the animals.
5. Engage your super-senses of sight, smell, hearing and touch while you walk around.
6. Focus on something such as a plant, animal or object you can see.
  - a. What does it look like?
  - b. Is it small or big?
  - c. What colour is it?
  - d. Does it smell? What does it smell like?
  - e. Can you safely touch it? What does it feel like?
  - f. Does it move? How does it move?
  - g. Have you seen this before?
7. Write or draw all the things you find!

Show someone else in your home all of the things that you have discovered – you could even write a story about it to read to them later.

*Alternative Step 6: Rainbow Walk Instead of focusing on an object, plant or animal, take a walk, and look for something red, orange, yellow, green, blue, and purple. Keep going through the colours, in order, until the end of your walk.*

## Glitter Jar

Strong emotions can sometimes be overwhelming, using a glitter jar could be a way to find calm when these strong emotions take over.

*Tip: make sure an adult helps you with this exercise*

### Materials:

- Jar or bottle that will not leak liquid
- Glitter and/or other small objects to add such as LEGO or beads
- Food colouring
- Clear glue
- Hot (not boiling) water
- Spoon or stick to mix



### Instructions

1. In the jar or bottle, mix the clear glue and hot water.
2. Add a very small amount of food colouring to the water and glue mixture.
3. Choose a glitter or object to add to the mixture.
  - Imagine the object or glitter represents a feeling such as sadness, anger, fear, happiness, love or anything else you feel.
4. Add that glitter or object to the mixture.
5. Keep adding glitter or objects and assigning feelings to them.
6. Fill the jar or bottle all the way to the top with the hot water.
7. Mix the contents together with the spoon or stick.
8. Make sure the lid is on tight!
9. Shake the jar or bottle and watch all the objects interact.

## Questions to Think About

What sorts of things or events make the glitter and objects (emotions) in the jar swirl?

Say them out loud as you shake the jar.

- Distressing events • Losing a game • Missing friends • Getting frustrated with a parent or sibling • Scary stories on the news • Sick family members • Positive events • Spending time with family • Making a new friend • Getting a good grade • Learning a new skill • Winning a game

Notice how it is hard to see through the jar with all these events going on. Now, watch what happens when you keep the jar still. Does the water begin to clear? The same thing happens in our mind when we stop for a little while and are mindful...bad or hard feelings start to go away and we can focus on other things that make us happy or calm.

# Digital Technology

## Accessing The Digital Licence Website (Week 10 Term 3)

1. Appreciate the sensitivities around sharing images without permission
2. Understand the need to ask permission when taking pictures of others

Parents and Caregivers should have received an email via Compass with your child's username and password to access the Digital Licence Website. The information is contained in the attachment. Please assist your child in logging on. It is important that all information is typed in lowercase letters.

After each activity, you will complete a quiz. You can attempt the quiz as many times as you like.

The Webex Session on Tuesday morning from 9:30- 10:00 is for students to ask questions and work and understandings. The website listed in Step 1 provides a video to work through the activity so students can complete this within their own timeline.

Well done to all the students who have completed the first module on the Digital Licence. Remember you can have assistance from an adult or other family member.

**Step 1:** The Digital Technology Site - Golden Square Primary School goes through each weeks activity. Please check this site prior to starting a Webex Session

<https://sites.google.com/education.vic.gov.au/gdraaisma/home>

Complete the activity below - Sharing Photos Online PMI



**Step 2:** This week students will be working through the 4th module "Creating and Sharing"

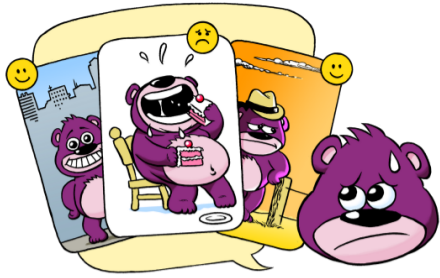
Creating & Sharing

**Students will access the website with the following details.**

*If you are having trouble accessing the Digital Licence Website could you send through an email with the following information. "Could you please provide access to the Digital Website. Please indicate the student's name in the subject.*

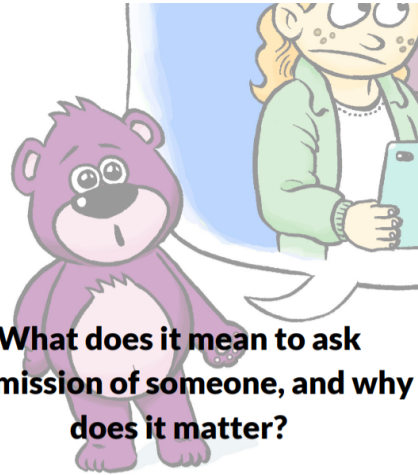
[graeme.draaisma@education.vic.gov.au](mailto:graeme.draaisma@education.vic.gov.au) I work at GSPS on Monday and Tuesday.

# Sharing Photos Online PMI



People take photos and share them all the time,  
by printing them out or putting them online.  
You might not want your photo to be shared.

What could be some reasons why?



**What does it mean to ask  
permission of someone, and why  
does it matter?**

List the Pluses , the Minuses and Interesting points about sharing photos online?



Keep things private!



# PMI

Sharing photos both offline & online

pluses

minuses

interesting  
points