



YARRA VALLEY
G R A M M A R

CURRICULUM

PREP TO YEAR 6 2018

confidence to achieve

A CO-EDUCATIONAL SCHOOL IN THE ANGLICAN TRADITION
– EARLY LEARNING TO YEAR 12

Yarra Valley Grammar

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FOREWORD

A warm welcome to the Junior School!

This booklet outlines curriculum information and general arrangements for boys and girls in Prep –Year 6.

The programs offered at Yarra Valley Grammar provide a wonderful array of opportunities for self-discovery and success. With the School located on a magnificent 29-hectare site, students are able to enjoy all the benefits of a separate primary environment and experience, yet at the same time, they are able to access the outstanding facilities and opportunities offered as part of a 'whole-school approach'.

The initial years of schooling are some of the most important. Key foundation skills are established together with formative impressions of self and the learning experience. Magic things happen – the first reader, the mastery of the written word and key mathematical skills. Development of important play and social skills are also a focus in these years. These are interesting, exciting and enjoyable times as we establish, with parents, a life-long love of learning in our students.

I wish each student every success as they commence their early schooling years.

A handwritten signature in black ink, reading "Chris Lawson". The signature is enclosed in a thin black rectangular border.

Mr Chris Lawson
Deputy Principal - Head of Junior School

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THE JUNIOR SCHOOL SETTING

The Junior School is a vibrant and active environment. Its educational climate is one of fostering self discovery and, more importantly, an atmosphere of happiness and success. School is seen as a relaxed and friendly place where each student takes increasing responsibility for his or her own learning. It provides a setting where intellectual, creative and social abilities can be developed to the full.

More specifically, the Junior School environment seeks to:

- provide workrooms, rather than classrooms, that have outdoor areas to help the self discovery process
- create an environment that supports students taking risks in their learning
- encourage students to attempt, guess or explore a range of possibilities and to use open-ended strategies, questions, projects and role playing
- encourage students to view challenging or difficult tasks as a way of learning and to see continued effort and persistence as a way of achieving outcomes
- value diversity in the classroom
- provide an environment where students see the teacher exploring possibilities by trying new and different ways of structuring learning for students.

THE LEARNING ENVIRONMENT

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self worth and belonging and is able to learn.

It is each student's responsibility to:

- come to class regularly, on time and with the required books, equipment and work preparation
- follow instructions from the teacher
- be thoughtful, respectful and courteous to others
- support the learning and achievement of others
- participate positively and constructively in group discussions and activities
- use the Student Planner (Years 3 – 6) to assist good organisation and study habits
- use the Student Planner (years 3 – 6) or Message Book (Prep – Year 2) to assist communication between parents and teachers
- keep books, equipment and classrooms tidy, clean and free of graffiti.

FACILITIES

GEORGE WOOD PERFORMING ARTS CENTRE

Located in the heart of the School, the George Wood Performing Arts Centre is a modern 900-capacity auditorium. It provides students with a space to explore many opportunities in music, speech, dance and drama for a range of group sizes.

MUSIC SCHOOL

Located alongside the Performing Arts Centre and expanding over three levels, the Music School provides an exceptional facility for all Junior School students to discover music. The Music School serves the needs of many musically minded students through its specialist staff, wide variety of instruments and music groups, and practice and performance space for groups of all sizes. During regular Music classes, students have the opportunity to play more than 12 instruments. In addition, students may also participate in one or more of the five musical ensembles or choir groups that operate in the Junior School. Currently almost half of the students undertake private music tuition in their chosen instrument.

RESOURCE CENTRE

The School has two resource centres available to Junior School students. The Carter Resource Centre is a dedicated facility for use by Junior School students and is located within the Junior School. Students also have access to the Pascoe Resource Centre in the Senior School and its audio-visual resources to further expand their learning should that be appropriate.

SPORTS COMPLEX

The School's Sports Complex and extensive platform of ovals provide space for a wide range of games, sports and other activities. Students in Years 3 to 6 regularly enjoy the Sports Complex facility, which can cater for basketball, netball, volleyball, badminton, table tennis and other physical activities. In addition, it contains a dance studio, fully equipped weight room, change room facilities and seating for up to 200 spectators.

SWIMMING POOL

A six lane, 25 metre swimming pool is located on the School's premises. Two fully qualified staff are in attendance at every swimming lesson. Junior School students use this facility on a regular basis within their Physical Education program. The facility also allows for squad training, inter-house and inter-school competitions. A separate learners' pool greatly assists our younger students with the acquisition of water confidence, buoyancy and stroke development.

WOOTTON LODGE

Camps are conducted at various locations around Victoria and at Wootton Lodge, the School's 10-hectare property on Lake Glenmaggie in eastern Victoria. The School employs full-time specialist outdoor staff to facilitate the program. Activities include bushwalking, bush craft, initiative games, environmental activities, snorkelling, orienteering, low ropes course challenges, rogaining, and archery.

HEARING UNIT

The Hearing Unit within the Junior School allows all students who are deaf or hearing impaired to participate in the full range of school activities. Students are encouraged to develop their listening skills, to use the Radio Frequency Unit appropriately, to trust their residual hearing and to develop spoken language skills. The program for each student is very flexible and is constantly reviewed. Receptive and expressive communication and speech and language development are carefully tracked. Participation in all regular school curriculum activities with their hearing peers promotes the social and personal development of the students with hearing impairment.

FOUNDATION HALL

This multipurpose space is used for a range of Junior School activities including parent information sessions, incursions, concerts and assemblies.

PASTORAL CARE

The welfare of each student is fundamental to the School's philosophy and underpins our extensive curricular and co-curricular programs.

Our boys and girls learn and develop within a caring and supportive environment that acknowledges their individuality and the unique contribution each child is able to make.

With parents as partners in the education process, we seek to provide success-rich opportunities for all children where a sense of respect, connectedness and well-being are fostered.

In addition to encouraging students to feel safe, valued and listened to, we also seek to provide carefully considered challenges that encourage resilience, flexibility, creativity and initiative as part of their growth into well-balanced and successful young adults. A concern and appreciation for others together with valuing service to people in need or less fortunate is highly valued and encouraged.

Regular opportunities to monitor, discuss and reflect upon student welfare and progress are seen as important mechanisms in facilitating and delivering a strong pastoral care program. This is achieved by:

- classroom meetings and discussions
- buddy activities
- Peer Support
- leadership groups and opportunities
- student awards
- parental support meetings and Individual Learning Plans
- regular whole staff pastoral care meetings and section meetings
- weekly student wellbeing meetings involving the Head of Junior School, Junior and Senior Coordinators, Head of Student Wellbeing, Support Education Specialist and the Head of Student Counselling
- regular communication with parents
- comprehensive hand-over and transition opportunities
- Involvement of outside experts for Professional Development and support
- Student Counsellor and Educational Psychologist as members of staff
- Whole-School programs to develop resilience, social skills, conflict resolution and problem solving (e.g. 'You Can Do It').

ORIENTATION PROGRAM

New students and parents are invited to an Orientation Day in late November. On this day, new and current students will be introduced to members of staff for the following year; and they will spend some time with their peers discussing the coming year with their Homeroom Teacher.

There are numerous other opportunities for new students and their families to attend School activities throughout the year – the smooth transition for parents and their children is viewed as crucial in a successful commencement with the School.

It is the School's intention that through these activities new families have the opportunity to meet staff, other students and parents and receive detailed information to help them to settle in successfully.

Features of the process include:

- 1) viewing of the School at work and individualised tour discussion and walk-around with the Head of Junior School
- 2) gathering of student details – including school reports and other relevant information
- 3) late-November orientation morning including the discussion of procedure and curriculum information
- 4) a New Students Preparation Day immediately prior to the start of the School year
- 5) within the first two weeks of the commencement of the school year a further information evening and several informal gatherings for parents to meet others in a social context.

If considered desirable, special mornings or afternoons can be arranged for children who would benefit from this experience.

CURRICULUM DEVELOPMENT AND REVIEW

Curriculum development and review is central to successful students and a high-performing school. Our work here should never be finished!

The curriculum at Yarra Valley Grammar is based on an understanding of our students – their development, needs, talents, interests and the way they learn best. More specifically, the Junior School curriculum is one that has breadth and depth, provides access to a range of knowledge and skills, makes connections between learnings, relates practice and theory and links them to their social context. It provides for continuity in and progressive development of knowledge, skills, values and aesthetic appreciations.

The curriculum encourages students to respect others and work co-operatively with them. It helps students to grow in confidence, self-worth and to take responsibility for their own learning. The curriculum takes account of the variety of individual learning styles and adapts teaching strategies accordingly. The curriculum promotes high expectations of students, engages them in challenging courses and tasks and maximises each student's progress towards identified, individual goals. Skills and significant knowledge that encourage problem solving, flexibility, enterprise, technological awareness and team skills are given high priority.

Curriculum review is seen as an ongoing process. Within this process of continual improvement is the notion that all key learning areas undergo refreshment and review each year, relevant to the different needs, talents and interests within each new class.

The involvement of parents in our programs is valued and seen as a means of maximising the potential of each student and the learning environment. This is achieved through regular and open communication, parent input in the setting of goals and monitoring of student achievement and performance.

Homeroom Teacher			Specialist Staff							
Student Personal Development, Values Education and thinking skills										
English	Mathematics	Integrated Studies (Incorporating Science, History, Technology, and the Environment)	Art and Craft	Music	Physical Education	Sport	French	Religious Education	Resource Centre	Outdoor Education
Information Communication Technologies										
Individual Student Support Program										
<p><i>Below are the values and virtues the teachers weave through the daily curriculum in a practical way:</i></p> <ul style="list-style-type: none"> • Acceptance • Co-operation • Helpful • Honesty • Safety • Compassion • Recognition • Courage • Determination • Support • Fairness • Respect • Responsibility • Trust • Pride • Success • Confidence • Assertion • Value • Self worth 										

INDIVIDUAL PROGRAMS

Considerable time is devoted to devising individual programs specific to the needs of each child. The following strategies provide the main framework through which this is achieved:

Individual Learning Plans (ILPs)

Individual Learning Plans or Action Plans are devised to support the learning program of specific children. In the development of these plans, relevant information is gathered from testing, parents, the homeroom teacher and others. Goal setting, regular monitoring and review meetings are key elements in this approach.

Ongoing monitoring

As part of the regular program, student achievement is continually monitored using formal observations, running records, checklists, work samples, review tests and student reflections.

Regular meetings

Regular meetings to set goals, note progress and reflect upon the effectiveness of strategies form a key aspect of Individual Learning Programs. These are needs-based and include teachers, parents, students (as appropriate) and specialist providers.

Standardised testing

This information provides valuable insight into student achievement against age-appropriate measures and feedback concerning program effectiveness.

Diagnostic testing

In the key learning areas of English (reading, sounds, spelling, comprehension) and Mathematics (number, space, measurement, chance and data) diagnostic testing provides a further platform for the development programs specific to each child.

Specialised assessments

Where required, assessments involving Educational Psychologists, Occupational Therapists, Audiologists, Behavioural Optometrist and Speech Pathologists are recommended to gain specific information in the construction of appropriate programs and support.

Handover Information

Comprehensive social, emotional and academic information on each child provides important background detail for the new teacher, facilitating a smooth transition and program continuity.

All of these strategies are used to ensure each child reaches his/her individual potential whilst taking into account their personal interests and abilities.

INDIVIDUAL PROGRAMS

The Individual Programs Department (or Special Education Department as it was previously known) provides a specialised service to students with individual and specific needs as well as providing support to parents and staff in differentiating the curriculum.

The Department plays a central role in the needs-identification process, together with delivery of relevant programs and ongoing monitoring of student achievement. Staff work closely with the homeroom teacher, specialists, parents and outside providers in the implementation and review of these programs.

Specialised programs are available to high-achieving students with a special interest or talent, as well as to students who require support programs in order to experience success in areas of weakness.

The style of delivery reflects the needs of the individual and takes into account the way in which the child learns best. Explicit teaching and a multi-sensory approach is paramount. Learning settings are varied:

- one-to-one
- small group
- withdrawal
- targeted group within a classroom
- like-minded groups
- mixed ability based on interest
- mentors and cross age

Recent examples of the above include:

Support Programs include: Reading Recovery, Rapid Reading, Toe by Toe, Language Support sessions, Developing Essential English Skills, Phonological Awareness (Letterland, THRASS, Cued Articulation), Assistive Technology (Texthelp, Giner, Wordshank), Reading Tutors, Emu Maths, Rapid Reading, Play Coaches.

Extension Programs include: Gateways, Tournament of Minds, Robotics, Maths Talent Quest, ICAS – International Competitions and Assessments for school, Maths Olympiad, Dorothea MacKellar Poetry Competitions, National Reading Challenge and G.A.T.E. ways programs.

Please note that support places in our Individual Programs department are limited to students with a diagnosed learning difficulty and are allocated according to needs. We reserve the right to prioritise places.

ASSESSMENT AND REPORTING

Assessment is seen as an integral part of the learning process and crucial to the improvement of learning.

Assessment provides feedback to parents, students and teachers about a student's strengths, interests, talents and areas of uncertainty and weakness. This feedback informs the future direction and action of both learners and teachers.

Assessment is viewed as a continuous process occurring prior to, during and at the completion of a learning activity. Staff employ a range of practices with which to gather this information. They include:

- teacher observation and questioning
- structured interviews with students
- paper and pencil tests
- oral tests
- practical skills tests
- work or project-based assessment
- collected samples of students' independent work
- individual homework assignments
- group reports
- anecdotal records
- self-assessment and peer assessment.

The School encourages the free flow of communication and recognises the important partnership of student–parent–teacher in the educational process.

Written reports are sent home twice a year. For students in Years 3 to 5, the Student Planner, to be signed weekly by parents, is a regular means of communication between School and home. In Prep to Year 2, a home message book provides communication daily and Year 6 communication is via an electronic calendar.

Parent – Teacher Interviews are arranged twice a year. When required, additional meetings are conducted to explain and discuss School curriculum areas, to provide detail of School programs and to assist parents in the various stages of student preparation generally.

HOMework POLICY

The School believes in the value of homework on a regular basis. Homework serves a number of purposes:

- revision for purposes of consolidation
- reflection on learning experiences
- remediation where a student completes extra work aimed at overcoming problems or clarifying skills
- completion of tasks undertaken in class
- preparation for future activity
- enrichment and extension of the program

Homework is considered most important as it also encourages self-discipline and self-direction. It cultivates good study habits and fosters initiative.

Suggested times for homework Monday to Thursday are: Prep 10 minutes reading each night

Year 1	10 minutes reading each night Extended activity twice weekly in Terms 3 and 4
Years 2 and 3	15 minutes reading each night 10 minutes extended activity twice per week
Year 4	30 minutes twice per week
Year 5	30 minutes each night (Monday – Thursday)
Year 6	45 minutes each night (Monday – Thursday)

INFORMATION COMMUNICATION LEARNING TECHNOLOGIES (ICLT)

At Yarra Valley Grammar we recognise that our students live in a rapidly changing, increasingly technological world. As members of the 'information age' it is therefore essential that students are exposed to a range of opportunities that develop and refine skills in handling, storing, managing and displaying information successfully.

Central to this approach is the meaningful use of Information Communication Learning Technologies as everyday tools for learning and delivering curriculum throughout the key learning areas.

Each classroom has networked computers, which allow access to a wide range of software, including multimedia applications. In addition, two computer laboratories are available to Junior School students.

iPads are accessible to all Junior School students. Prep to Year 4 students collaborate and use class sets of shared iPads. The Year 5 and 6 students transition to a 1:1 iPad model to support an effective and contemporary model for learning.

Classrooms are equipped with a fully interactive touch-screen board to ensure learning is collaborative and the students are able to access contemporary resources for their learning development.

Prep to Year 6 students are progressively exposed to a variety of technological opportunities and applications including:

- Microsoft Office Suite
- Web 2.0 Application, i.e. Purple Mash
- Multimedia including video making and podcasting
- Animation programs – *StopMotionPro*
- Digital photography and photo editing
- Blogs
- *Lego* robotics
- Digital storytelling
- Graphic designs and digital art
- *Mathletics* and other online educational games
- Use of tablet devices such as iPads and associated iPad Applications
- Digital books
- Targeted Literacy and Numeracy digital programs.

INTEGRATED STUDIES

In an integrated curriculum the key learning areas relevant to a particular unit of study are drawn together to create a rich and meaningful learning pathway. As children explore these integrated units of work they begin to appreciate the interdependent nature of their studies.

At Yarra Valley Grammar we take a child-centred approach to planning integrated units, taking into consideration an individual student's prior knowledge, interests, needs and learning styles.

	TERM ONE		TERM TWO	TERM THREE	TERM FOUR
Prep	Me/My School/ My Community	Read the Signs & Safety	Fairytales Weather in my World	Kids in the Kitchen and Food!	What is an Australian animal?
One	Getting To Know You	Water	My Body	Toys	Bugs!
Two	Being a social thinker		How does my garden grow?	Are We There Yet?	Light and Sound
Three	Who am I?		Creature Features	Marvellous Melbourne Cities of the World	Our Mighty Ocean
Four	Me	Bound For Botany Bay ...	What happened to the Dinosaurs?	Why does the Sun come up?	Everyone is different
Five	Indigenous Communities		ANZACs Space Exploration	Exploration and Immigration	Gold and Natural Resources
Six	There's no 'I' in Team		Who's got the Power?	Everybody needs good neighbours	Economics Where have we been and where are we going?

ENGLISH

<p>In brief</p> <p><i>Our English program aims to develop each student's enjoyment, confidence and independence as a language user and learner.</i></p> <p><i>Language learning is holistic, i.e. each mode of language supports and enhances overall language development.</i></p> <p><i>Within our classrooms, language learning takes place through engagement in meaningful events.</i></p> <p><i>The teacher carries out ongoing observation and assessment of the individual and self-reflection by the students is encouraged.</i></p> <p><i>Small, planned focus groups consolidate and extend students' literacy skills.</i></p> <p><i>A variety of opportunities for extension and remediation are offered to cater for individual literacy needs.</i></p> <p><i>Handwriting and keyboarding skills are taught systematically from Prep to Year 6.</i></p> <p><i>Students have access to information and computer technologies as a part of the English program.</i></p> <p><i>An extensive range of literacy resources that support the development of language learning are provided.</i></p>	<p>The English program at Yarra Valley Grammar is one in which reading, writing, speaking and listening are integrated across all areas of the curriculum within a supportive and stimulating environment, and where independent and reflective critical literacy is fostered. Our aim is to equip students with the ability to read and use written information and to write appropriately in a range of contexts. These literacy skills are then used to develop knowledge and understandings, to achieve personal growth and to function effectively in society.</p> <p>We recognise that children develop literacy skills at different rates and in different ways. Each child is closely monitored, enabling the teacher to look at what the children can do and how they learn. This knowledge is then used to implement a range of teaching methods catering for the broad range of learning styles and abilities of our students. English programs are then planned using the developmental knowledge of the individual student, combined with First Steps Program, VELS (Victorian Essential Learning Standards) and The Essential Learning Skills documents. Experiences for students within our English program are active, dynamic and interactive. They involve making meaning from a variety of text types, spoken, written, viewed and heard.</p>
<p>Prep</p>	<p>Our aim in the literacy development of Prep students is to make sure that early literacy experiences in the classroom and at home are fun, satisfying and successful so that they want to read and write in everyday life. Prep students develop an awareness that speech can be written down as they experiment with writing letters and words. Opportunities for students to write simple texts on familiar topics in informal and formal situations are provided through modelled, shared and interactive writing experiences. Students are read to every day and teachers share their enjoyment of reading, whilst at the same time modelling reading behaviours and strategies.</p>
<p>Years 1 and 2</p>	<p>Students in Years 1 and 2 write about topics that are personally significant. They begin to consider audience needs and develop awareness that writing is purposeful. Through exposure to a wide variety of printed materials, students begin to develop a deeper knowledge and spelling awareness. Students read familiar texts confidently and retell content from the story and pictures. The modelling of reading strategies is increased as they focus on making meaning of different text types: recipes, comics, novels, factual books etc.</p>
<p>Years 3 and 4</p>	<p>Year 3 and 4 students who are now familiar with most aspects of the writing process and are able to select writing forms to suit different purposes use a range of strategies for planning, revising and publishing written texts. Through writing, reading and specific spelling activities, students develop familiarity with common spelling patterns. As readers they are encouraged to read more critically. Teachers introduce an increasing range of texts and talk with students about the variety and purpose of texts such as newspapers, reference books, magazines and advertising material.</p>
<p>Years 5 and 6</p>	<p>Throughout Years 5 and 6 students establish a personal style of writing and learn to manipulate types of writing to suit their purposes. Small group classroom experiences involve students reading, discussing and analysing a range of texts such as films, web pages, databases and television documentaries. As a speller, each student will develop greater independence and begin to approach new words using a multi-strategy approach. At this stage they are encouraged to 'read as writers' and 'write as readers'.</p>

MATHEMATICS

<p>In brief</p> <p><i>An equally accessible curriculum, inclusive of all students.</i></p> <p><i>Individualised programs catering for the needs and strengths of each student.</i></p> <p><i>Opportunities available for enrichment and remediation, e.g.: Support Education groups, Gateways, Maths Talent Quest etc.</i></p> <p><i>Purposeful, active and engaging activities that relate to everyday experiences.</i></p> <p><i>A Maths Task Centre to promote problem-solving, creative and flexible responses in a team environment.</i></p> <p><i>Open-ended questions are regularly used to encourage thinking skills.</i></p> <p><i>Students are encouraged to take risks and “have a go” in order to build their confidence and attempt new challenges.</i></p> <p><i>A partnership exists between the school and home regarding the teaching and learning of mathematics.</i></p> <p><i>Technology is employed to enrich and challenge the students in the mathematical environment.</i></p>	<p>Learning Mathematics at Yarra Valley Grammar is a positive experience in which students acquire the skills necessary for living in and making sense of the world around us. Our Mathematics curriculum provides a framework for approaching problems encountered in everyday life. Students develop a common language that enables them to discuss the knowledge and understandings gained through collaborative learning and problem-solving experiences.</p> <p>Teaching methods are varied to cater for the broad range of learning styles and abilities of our students. Programs are planned to accommodate individual students who learn at different rates and have different needs. Our program is informed and directed by the strengths and areas of need that are displayed by our students, using the VELS (Victorian Essential Learning Standards) and Essential Learning Skills as a framework.</p> <p>Across the entire Mathematics curriculum, students develop their ability to use strategies for inquiry to obtain and describe answers to mathematical questions arising from both mathematical and everyday situations.</p>
<p>Prep</p>	<p>Prep students are exposed to a wide variety of mathematical experiences involving number, counting, shapes and location, measurement and basic problem solving. Their experiences are closely related to everyday life and utilise concrete materials to consolidate understandings.</p>
<p>Years 1 and 2</p>	<p>Year 1 and 2 students build upon the foundations developed in Prep towards a more in-depth understanding of basic mathematics. This includes mental strategies when counting and solving equations, estimating and comparing informal units of measurements, checking the truth and accuracy of mathematics statements and developing a variety of strategies to solve problems. At this level, concrete materials still heavily support students' learning.</p>
<p>Years 3 and 4</p>	<p>Year 3 and 4 students extend their knowledge of numbers to solve equations with larger numbers and understand the properties of addition, subtraction and multiplication.</p> <p>They visualise properties of shape and space; select suitable and uniform objects to use as informal units to estimate; measure, order and compare length, area, volume, capacity, mass; describe angles and temperature in everyday situations.</p> <p>At this level, students broaden their ability to make decisions about, and choose, mathematical processes to formulate and test conjectures in all content areas.</p>
<p>Years 5 and 6</p>	<p>At this level, students move to more abstract mathematics that aims to develop higher-order thinking skills. Students increase their ability to calculate mentally using their knowledge of place-value and the properties of numbers and thus decrease their dependence on written methods or calculator use for everyday computation.</p> <p>Students develop more of an understanding of the relationship between measurement attributes, increase their accuracy when identifying and describing shapes and location and further develop their ability to interpret and discuss information contained in graphs and visual displays. Their solid foundation of problem-solving skills will allow them to formulate and test conjectures in the areas of space, number, measurement and chance and data.</p>

SCIENCE

<p>In brief</p> <p><i>Science topics deepen and broaden as the student moves through Junior School to assist them in gradually understanding key global issues.</i></p> <p><i>Excursions and incursions support the learning process.</i></p> <p><i>Students' prior knowledge and experience are valued and built upon.</i></p> <p><i>'Hands-on' approach. Learners have a significant degree of control over their learning.</i></p> <p><i>Access to state-of-the-art science laboratory.</i></p> <p><i>Variety of extension opportunities e.g. Gateways and Science Talent Search.</i></p> <p><i>Opportunities to be involved in co-curricular Science programs.</i></p>	<p>At Yarra Valley Grammar the teaching of Science is approached in four key ways:</p> <ul style="list-style-type: none"> • demonstrations that explain the concept being presented • activities that allow students to find out the 'target concept' for themselves • skill development through being involved in activities • program development based on questions asked by students. <p>A balanced program across Prep to Year 6 that is meaningful and relevant to students is offered. The scientific concepts and processes presented to students cover the following areas: earth and beyond, the physical world, natural and processed materials and life and living.</p>	
	<p>Prep</p>	<p>At this level, students are encouraged to observe and describe the world around them. As part of their exploration they describe what they see, draw pictures and make models, name things, frame questions, suggest ideas, manipulate objects and discuss findings.</p> <p>Students are encouraged to identify similarities and differences, to explain common phenomena (such as the behaviour of magnets) and reflect on what they know about such things as the passage of time. In a concrete way they begin to develop an understanding of what science is.</p>
	<p>Years 1 and 2</p>	<p>Students at this level, through their practical participation, are encouraged to be sharper in their discrimination and problem solving by finding patterns and offering explanations. They learn to classify, reflect on relationships and use their own ideas and interests to ask questions and direct their investigations. With teacher support the students are encouraged to analyse their procedures as well as to consider the cause-effect relationship.</p>
	<p>Years 3 and 4</p>	<p>At this level, students display emerging abilities to see the value and use of conventions, procedures and theories of science. When planning and conducting investigations they compare ways of solving a problem or testing an idea. They consider the fairness of tests and can identify factors that make a test unfair.</p> <p>Students are encouraged to use formal measuring systems, standard units and scientific vocabulary as well as planning and taking action.</p>
	<p>Years 5 and 6</p>	<p>At this level, students are challenged to probe the world beyond their immediate senses, using scientific instruments, indirect measurement and inference. They are encouraged to interpret the outcomes of an investigation and assess the reasonableness of their findings. Students reflect on the implications of accuracy and reliability when drawing conclusions and are sensitive to the need for the control of variables. The importance of values and consequences as well as information when making decisions is also emphasised.</p>

INTEGRATED STUDIES

<p>In brief</p> <p><i>Units deepen and broaden as the student moves through Junior School, to assist them in gradually understanding key global issues.</i></p> <p><i>Excursions and incursions support the content of the Integrated Studies units.</i></p>	<p>Integrated Studies at Yarra Valley Grammar encourages students to develop knowledge, skills and values that enable them to participate as active and informed citizens at a local level as well as members of a global community.</p> <p>Integrated Studies provides a framework for students' development of:</p> <ul style="list-style-type: none"> • knowledge and understanding of Australian society and historical perspective and context. • communities in other societies • local and global environments • interaction of people with the environment. <p>The inquiry-learning approach is emphasised as students are encouraged to 'find-out', 'sort-out' and communicate their understandings.</p>	
<p><i>Students' prior knowledge and experience are valued, made explicit and built upon.</i></p> <p><i>Students are actively involved in gathering and processing information.</i></p>	<p>Prep</p>	<p>Prep students draw on direct experience and on stories to gather and record information about their society and environment. They contribute by presenting this information in discussions, reflecting on stories, design and constructing and offering personal views about its meaning. They are encouraged to record data in displays, drawings and in text.</p> <p>Active involvement and access to highly visual stimuli and concrete information are central features in the learning process.</p>
<p><i>The individual learner's ways of knowing are recognised and valued.</i></p> <p><i>Students are aware of the purpose of their learning.</i></p>	<p>Years 1 and 2</p>	<p>Year 1 and 2 students are encouraged to go beyond their observations in exploring concepts. Working by themselves or in groups, they are required to give their own interpretation of information as well as to categorise data and put it in sequence, using digital technologies to enhance understanding.</p> <p>Other skills emphasised include using simple maps and symbols, identifying links, demonstrating understandings through examples, together with questioning methods and suggesting alternatives.</p>
<p><i>Learners have a significant degree of control over their learning.</i></p> <p><i>Interaction and co-operative group skills are fostered.</i></p>	<p>Years 3 and 4</p>	<p>Year 3 and 4 students are required to use different kinds of data and source to obtain information and point to evidence that supports a particular idea. They are encouraged to move beyond immediately available information to identify what else needs to be asked or explored about a topic.</p> <p>Students are further encouraged to make connections between learnings, to generalise, draw comparisons and contrasts and identify the interdependence that links elements.</p>
<p><i>Students' critical thinking is nurtured through the use of Bloom's Taxonomy and De Bono's Six Thinking Hats, Thinker's Key and Direct Thinking Activities.</i></p> <p><i>Digital technologies are employed to enrich the learning environment.</i></p>	<p>Years 5 and 6</p>	<p>Using a broad range of information-gathering techniques, students are asked to investigate and develop questions independently and in significant depth. They demonstrate leadership and responsibility in deciding how to conduct and report on individual and group investigations.</p> <p>Increasingly, students are able to demonstrate a global perspective, apply sound critical thinking and reasoning strategies, transfer information from one form to another and use this knowledge to describe associations, to generalise and to demonstrate differing viewpoints.</p>

TECHNOLOGY

<p>In brief</p> <p><i>A range of materials are made available for project use.</i></p> <p><i>Use of a modern, well- equipped Art & Craft room.</i></p> <p><i>Access to tools to aid construction of models.</i></p> <p><i>Making and building are incorporated into the Key Learning Areas.</i></p> <p><i>Promotion of the Technology Process in their model making.</i></p> <p><i>Modelling by staff of technology solutions.</i></p>	<p>The teaching of Technology encourages students to use knowledge, experience, skills and resources to create products and processes that meet human needs.</p> <p>Through a process of designing, making and appraising, students generate ideas and translate them into practice.</p> <p>As a result of their involvement, it is intended that students will develop the following qualities and attributes: creativity, flexibility and discrimination as well as a thoughtful and enterprising approach to problem solving.</p>	
	Prep	<p>Students at this level initiate many of the activities in Technology, often creating circumstances in which these activities take place. Much of what they do is spontaneous. The children are encouraged to develop and explore a wide range of ideas –many ideas relating to fantasy and imaginary situations. Trial and error is a key feature of the process at this stage, as is the communication of ideas and trialling ideas in practice.</p>
	Years 1 and 2	<p>Students at this level become more aware of how technology affects people in all aspects of their lives. At this stage a more detailed approach to design is being encouraged, together with sharing ideas and considering alternatives. The children are encouraged to identify stages in production tasks, use equipment more accurately, to work successfully as part of a team, to design and build simple systems and to access, record and manipulate information.</p>
	Years 3 and 4	<p>Students at this level realise that technology has a wide range of applications. Activities see them incorporating different ideas in their designs and production as well as working together in teams on shared tasks. They are able to cope with activities that involve a limited number of variables and to consider the impact and consequences of their design. Greater methodology is a key goal as are a variety of ideas, improved drawings and models and the recognition of appropriate terms, conventions and symbols.</p>
	Years 5 and 6	<p>Students at this level understand many of the impacts of technology on communities and environments. They examine the local and global implications of this and display a concern for the appropriate application of particular technologies. Students work alone and in groups to organise time, resources and work to suit tasks. They also anticipate situations and, where necessary, overcome production difficulties. The development of the following abilities are emphasised – discrimination, use of varied strategies, exploration of alternatives and the presentation of information in a variety of ways to suit the needs of an audience.</p>

PERSONAL DEVELOPMENT / VALUES EDUCATION

<p>In brief</p> <p><i>Sequential values education program 'You Can Do It' taught from Prep to Year 6.</i></p> <p><i>Appropriate responses to bullying are taught across the school.</i></p> <p><i>Sexual education and drug education programs relevant and appropriate to our students are taught with community consultation.</i></p> <p><i>Goal setting and self-evaluation is encouraged at all levels.</i></p> <p><i>Buddy and mentor programs established across all levels of the Junior School.</i></p> <p><i>Students participate in various incursions and excursions that have a Personal Development focus such as Life Education and Cyber safety programs</i></p> <p><i>Staff monitor student performance and well-being.</i></p> <p><i>Staff are kept abreast of developments in the area with regular and comprehensive Professional Development.</i></p> <p><i>Implementation of various research-based programs including 'MPower' and 'RevvedUp'</i></p>	<p>As greater emphasis and expectation comes from the community on the teaching in schools of Personal Development issues such as values education, health and developing resilience in children, Yarra Valley Grammar strives to provide the best possible programs for our students. The School is considered at the forefront of advances in this vital curriculum area.</p> <p>Relevant research is used to support the teaching of Personal Development. Works by Michael Carr-Greg, Andrew Fuller, Karen Brunskill and Helen McGrath, for example, can be found in a variety of classrooms.</p> <p>Personal development is taught every week in every class in the Junior School at Yarra Valley Grammar. There is a variety of structured, formalised lessons beginning in Prep and continuing through the Junior School and into the Middle School and Senior College. Complementing this, there are informal lessons where our staff use their skills, knowledge and experience to ensure that students feel safe, valued and listened to as they become more resilient, confident and positive.</p>	
	<p style="text-align: center;">Prep</p>	<p>Values education begins with ideas such as making and keeping friends and respect for self and others, and teaches values such as courage, compassion and friendliness. 'Me' is a Health unit taught as part of the Integrated Studies curriculum. It encourages students to begin to think about the best ways to care for themselves physically and emotionally.</p>
	<p style="text-align: center;">Years 1 and 2</p>	<p>Values Education develops further at Years 1 and 2 as students begin to have a deeper appreciation of themselves and others. Values such as consideration, fairness and patience are taught and expanded upon. A focus in Year 1 is getting to know more about others in the year level, developing key skills including empathy and respect. In Year 2 the 'Stop, Think, Do' program comes into focus.</p>
	<p style="text-align: center;">Years 3 and 4</p>	<p>Responsibility, kindness, honesty and assertiveness are values reinforced through the personal development. 'Healthy Me' revisits and expands upon ideas first offered in Prep, encouraging students to make informed and intelligent decisions about themselves and their bodies through scheduled Family Planning sessions introduced in Year 4.</p>
	<p style="text-align: center;">Years 5 and 6</p>	<p>The continuation of the 'You Can Do It' program sees earlier learnt positive behaviours reinforced. Reliability, service and trustworthiness becoming increasingly important as students take leadership roles in Year 6. During Year 6 a further set of Family Planning sessions are scheduled to educate students on key changes and developments in their bodies as they move toward adolescence.</p> <p>Important Cyber safety aspects will be discussed and reinforced throughout these years.</p>

ART AND CRAFT

<p><i>In brief</i></p> <p><i>All major areas taught – painting, drawing, collage, printing, construction, modelling, threads and textiles.</i></p> <p><i>Ongoing student displays and an annual student Art Show.</i></p> <p><i>Individual and group activities.</i></p> <p><i>Units of work integrated with classroom themes, i.e. the age of dinosaurs.</i></p> <p><i>Exposure to artists of the world.</i></p> <p><i>Multimedia projects – puppets, kites, constructions etc.</i></p> <p><i>Skills taught for individual success at all levels.</i></p> <p><i>Problem solving activities where individuality and creativity are valued.</i></p>	<p>Art and Craft at Yarra Valley Grammar aims to extend students' confidence, artistic ability and social skills through establishing a stable and secure emotional environment where individual effort and creativity is valued and where intent, process and product are considered. The teaching of skills combined with the freedom to be creative encourages student success at every level.</p> <p>The course is planned on a sequential basis, offering a balanced program within the areas of art (drawing, painting, construction, collage, printing, threads and textiles, modelling) and the elements of art line, form, colour, texture, while also considering the creative focus of each session - experience, imagination, feelings or ideas and concepts.</p> <p>Students are taught to understand and use the language of art in order to develop aesthetic awareness and perception, which can be applied to a student's own work and the work of others.</p>	
	<p>Prep</p>	<ul style="list-style-type: none"> • Experimental approach that encourages discoveries about basic materials (paint, clay, pastels etc) • Simple problem-solving activities • Introduction to the language of art, i.e. lines can be straight, wavy, zigzag • Responding verbally to artworks in a personal way • Discovery of art in every day life
	<p>Years 1 and 2</p>	<ul style="list-style-type: none"> • Students use experience and imagination to make visual art pieces • Basic skills taught, i.e. joining two pieces of clay, stamp printing • Formal introduction to the elements of art (shape, colour, texture, form) • Building on the language of art, i.e., verbally expressing ideas and feelings and starting to justify their opinions • Students develop an understanding that artworks are made for specific purposes
	<p>Years 3 and 4</p>	<ul style="list-style-type: none"> • Exploring ideas and feelings through art • Specific skills taught, i.e. using combinations of coils and slabs for clay models, mono-printing • Extending knowledge of the elements of art, for example building a visual vocabulary of lines, i.e. lines can be thick, thin, close together, far apart etc) • Using the language of art to describe the content, process and materials used; expressing opinions, giving a reason for preferences. • Students discuss works from different cultures
<p>Years 5 and 6</p>	<ul style="list-style-type: none"> • Students use their observations, experiments and imagination to create individual solutions to the tasks and problems set • Refinement and extension of specific skills, i.e. using carving tools to create texture on the surface of a clay model • Development of complex processes and multimedia projects • Careful selection and use of the elements of art (selecting specific colours and shapes to express feelings) • Students use broad vocabulary to express their observations about art • Students able to refer to the elements of art, materials and processes used • Students share, discuss, plan the presentation of art works • Students identify art works from specific cultures and periods 	

PHYSICAL EDUCATION AND SPORT

<p>In brief</p> <p><i>Participation and experience focus.</i></p> <p><i>Sequential skill development based program.</i></p> <p><i>Individual student fitness profile.</i></p> <p><i>Swimming program.</i></p> <p><i>Annual House Swimming, Athletics And Cross Country carnivals</i></p> <p><i>Weekly House Sport Competition.</i></p> <p><i>Interschool Sport during school time (AGSV & SSV)</i></p> <ul style="list-style-type: none"> • <i>athletics</i> • <i>cross-country</i> • <i>swimming</i> • <i>snow sports</i> • <i>summer and winter sports teams</i> <p><i>Access to State and National-level competitions</i></p>	<p>At Yarra Valley Grammar, Junior School students enjoy outstanding sporting facilities as part of an extensive Physical Education and Sport program, covering 20 different sports and activities.</p> <p>Physical Education classes are structured to cater for students of varying abilities through stimulating and challenging activities in a non-threatening environment. House and Interschool sport competitions allow students to develop and display their skills in both individual and team settings.</p> <p>The emphasis of the Junior School Physical Education and Sport programs is on enjoyment, participation, skill development, fitness and sportsmanship; the major aim to establish a love of physical activity which will continue into secondary school years and beyond.</p>
<p>Prep</p>	<p>Prep students are involved in activities and games that emphasise the development of the fundamental motor skills that form the basis of the major games and traditional sports that are explored in later years. A wide variety of safe, colourful and exciting equipment is used to enhance the learning experience in areas including swimming, minor games and ball sports.</p>
<p>Years 1 and 2</p>	<p>Year 1 and 2 students' fundamental motor skills are further developed as part of a sequential program. Swimming and minor games continue at this level. Modified versions of major games and ball sports (such as t-ball and bat tennis) are introduced as a means of reinforcing skills and knowledge.</p>
<p>Years 3 and 4</p>	<p>The Physical Education program for Year 3 and 4 students is complemented by involvement in various inter-House and interschool sport programs and competitions, which provide opportunities to further develop their skills and develop their game sense, teamwork and sportsmanship. Emphasis here is on participation through modified versions of more traditional sports.</p>
<p>Years 5 and 6</p>	<p>Along with their Physical Education lessons, Year 5 and 6 students participate in various inter-House and interschool sport competitions on a weekly basis. Further opportunities to develop both individual and team skills abound at this level. Students also experience leadership opportunities in the sporting environment with the appointment of team and House Captains.</p>

LANGUAGES OTHER THAN ENGLISH – FRENCH

<p>In brief</p> <p><i>Caters for all levels of language knowledge and experience</i></p> <p><i>'Hands-on' program based on different learning styles</i></p> <p><i>Use of authentic resources</i></p> <p><i>The program is built upon the students' interests and relates closely to the classroom program</i></p> <p><i>Opportunity to share and demonstrate knowledge and understandings through Junior School Assembly</i></p> <p><i>Learning Centres are used to share skills and reinforce understandings</i></p>	<p>The Junior School French program has been designed especially for our students using the principles of multiple intelligences and content-based language learning. The program aims to make children aware not just of "things French" but also of the multicultural society in which they live, in order to help them value the background and cultures of all students.</p> <p>Resources from France provide authentic models of language and a deeper and more meaningful learning experience. The topics studied relate to the students' own lives and interests and are linked to the integrated curriculum.</p> <p>Emphasis is initially placed on listening and speaking together with simple literacy activities. The French program reflects an approach that acknowledges individual differences and various styles of learning. Activities frequently include: songs, poetry, games, movement activities and multimedia. Incursions are arranged, such as the French Puppet Theatre and cooking experiences.</p>
<p>Years 1 and 2</p>	<p>Instructions in French are now introduced regularly with Year 1 and 2 students, using visual cues to support understanding. The students are introduced to songs and games to elicit a sense of fun and enjoyment.</p> <p>Children are exposed to a variety of speaking, listening and writing activities, which help them to increase their knowledge of words, phrases and sentences. Creating collages of various topics teaches them the cognitive skill of classifying and develops their creativity while reinforcing the vocabulary of a variety of subject matters.</p>
<p>Years 3 and 4</p>	<p>In French, Years 3 and 4 are seen as the transition stage. Students are exposed to the language with fewer visual cues and, in turn, are expected to use more French. Revision of previous language is covered, as well as introducing students to activities that prepare them for the research undertaken in Years 5 and 6. Topics such as 'my town', 'transport' and 'friendship' are covered as well as the introduction of basic verbs and their usage.</p>
<p>Years 5 and 6</p>	<p>Topics at this level (famous French people, Paris, weather, animals and daily routines look towards the French-speaking world for inspiration. With an emphasis on research, new-found knowledge is shared through a variety of oral presentations with other students, who develop listening skills by having to note key aspects. The preparation of the oral presentations includes reading and writing activities. In this way, all language skills are emphasised, reinforced and extended.</p> <p>A textbook is used at this level and students are encouraged to complete a variety of reading, writing and listening activities in their own notebooks. An interactive computer program is used each week to support and further develop language skills</p>

RESOURCE CENTRE

<p>In brief</p> <p><i>Promotion of literature and the pleasure of reading through activities such as visiting authors/illustrators, displays of new literature and materials relating to integrated topics of study.</i></p> <p><i>Teaching of information literacy through an integrated and collaborative approach to ensure students are effective users of information.</i></p> <p><i>Access to print and on-line resources through a networked system.</i></p> <p><i>Encouragement of students to become competent and confident readers.</i></p> <p><i>Celebration of special literary events throughout the year such as Book Week.</i></p> <p><i>Folk tales, fables or Legends maybe explored in addition to picture books for older readers and short novels.</i></p>	<p>At the Carter Resource Centre we aim to help students develop a love of reading, become skilled users of information and explore their world through print and electronic media resources.</p> <p>The Resource Centre program aims to:</p> <ul style="list-style-type: none"> • teach information literacy skills through specifically planned units. Students are shown how to locate appropriate print, electronic and multimedia resources and use the information to produce work that answers target questions in their own words; • develop literature-appreciation through reading and discussion of character, plot and theme. <p>Each class from the Junior School attends the Resource Centre for one period a week with the teacher-librarian. During these classes, the focus is on literature-appreciation or teaching information skills. Students also attend the Resource Centre at other times for individual and group reading or research, as well as regular borrowing for personal reading.</p>
	<p>Prep</p> <p>Our Prep students are introduced to the Resource Centre through the enjoyment and fun of picture books. The emphasis is on sharing the delight of listening to a story read aloud and the recognition of both old favourites and newly introduced books and characters. Preps are taught the different parts of a book and how to care for books.</p>
	<p>Years 1 and 2</p> <p>Students in Years 1 and 2 build on the concepts learned in Prep and discover the different types of books in the Resource Centre and the reason for their location. The concept of the spine label and the use of alphabetical order are examined to determine whether a book belongs in the fiction or non-fiction area. Literary appreciation continues with an emphasis on picture books and the introduction of serial reading.</p>
	<p>Years 3 and 4</p> <p>Year 3 and 4 students begin a more formal approach to the learning of information skills. They are taught about the computer catalogue and how to use it to search for a particular resource, and then how to locate that resource on the shelf. Basic Dewey Decimal system categories are explained and the meaning and importance of the table of contents, index and glossary in non-fiction texts are examined.</p>
	<p>Years 5 and 6</p> <p>During year 5 and 6 students learn to use the information process to define, locate, organise, synthesise, present and assess information when completing a research task. They discuss effective research strategies and begin to critically appraise information sources, including the internet, for validity and appropriateness to their set task. At both levels a range of literary styles and genres are investigated.</p>

OUTDOOR EDUCATION

<p>In brief</p> <p><i>Fully trained, full-time professional educators manage the Outdoor Education Department.</i></p> <p><i>Homeroom teachers supervising camps provide a valuable role in the pastoral care of students.</i></p> <p><i>Students explore a diversity of environments including marine, woodland, semi-arid and alpine.</i></p> <p><i>The Outdoor Education program has been developed producing a sequential program encouraging student self-responsibility, competence, independence and self-confidence.</i></p> <p><i>Camps have been specifically tailored around the classroom curriculum, encouraging an extension of learning.</i></p> <p><i>Adventure, challenge and team-building activities are a common thread linking all Junior School Outdoor Education activities.</i></p> <p><i>Lodge-style accommodation on all camps, excluding one overnight campout during the Year 4 and Year 5 program.</i></p>	<p>At Yarra Valley Grammar a unique and exceptional Outdoor Education program challenges the inquisitive minds of Junior School students.</p> <p>The program starts at Year 2 with an overnight sleepover at school, culminating in Year 5 with a five-day, four-night camp based in an indigenous, culturally significant setting. This brings together the students' knowledge of the environments they have explored.</p> <p>The Outdoor Education program aims to:</p> <ul style="list-style-type: none"> • provide opportunities that assist students to develop empathy with the environment • promote the spirit of adventure as a value and worthy personal trait • provide students with opportunities to develop their confidence and self-esteem • foster teamwork, leadership and an appreciation of others' beliefs and personalities • ensure students are exposed to a diverse range of environments. <p>Programs embrace and promote the value of play and fun in a safe and structured environment.</p>	
	Prep & Year 1	<p>No experiences at this level as children are still establishing themselves in the school environment.</p>
	Year 2	<p>In Year 2, students participate in an overnight sleepover prior to camp to build their confidence in spending time away from home</p>
	Years 3 and 4	<p>In Year 3, students experience a coastal camp environment with many opportunities to connect and learn further about the marine and coastal environment.</p> <p>In Year 4, students visit Wootton Lodge, the School's property in Gippsland. A three-night, four-day camp introduces students to camping out one-night and cooking over an open fire. Rural life is made more relevant and interesting with a trip to Australia's only robotic dairy farm. Fun activities develop students' deeper appreciation and awareness of primary resources and sustainability. Orienteering and a low ropes course challenge students to work both individually and as a member of a team.</p>
	Years 5 and 6	<p>Camp Jungai provides an ideal location over four nights and five days for Year 5 students to be exposed to an environment that is rich in Aboriginal history and wildlife. Students enjoy archery, regaining, bush craft, initiatives, night reflector trails, a giant swing, campfires and possum prowls.</p> <p>Visiting our National Capital in Year 6 links closely to the learning that has taken place in the classroom. Students experience a rich learning environment visiting both the old and new Parliament House, the Royal Australian Mint, the Australian Electoral Commission, the National War Memorial and cycling around Lake Burleigh Griffith. Experiencing Questacon give students the opportunity to put scientific thinking into action.</p>

MUSIC AND THE PERFORMING ARTS

<p>In brief</p> <p><i>Every student has the opportunity to perform throughout the year.</i></p> <p><i>Students have access to 11 different instruments through special instrumental staff.</i></p> <p><i>Almost half of our students learn a musical instrument outside of the classroom, with many students learning more than one instrument.</i></p> <p><i>The Music program provides opportunities for multi-age and cross-curricular activities throughout the school.</i></p> <p><i>Every student in Year 2 learns a string instrument.</i></p>	<p>The Yarra Valley Grammar community celebrates and values Music and the Performing Arts.</p> <p>The Junior School Music and Performing Arts program is diverse, providing opportunities for all students to engage in performance and creative activities. It is designed to enable students to perceive, value and judge what they come to know through their senses. The program strives to foster a life-long involvement and appreciation of music and the performing arts. It is an approach to which all may contribute and experience success.</p> <p>The Junior School Music curriculum draws upon many methodologies including the <i>Orff Schulwerk</i> method of teaching, which fosters a holistic approach to music education. It integrates singing, speech, movement, folk dance and tuned and non-tuned percussion instruments to develop creative music making. The students will also experience and develop music literacy through the Kodaly methodology.</p> <p>The provision of drama, poetry, songs and improvisation offers rich potential for creative self-expression.</p> <p>The Instrumental Program, where an extensive range of instrumental tuition is available, enriches Music classes. Through this program, students can be involved in a variety of solo and ensemble performances.</p> <p>At present, the Junior School offers two choirs, a string orchestra and is developing a wind band program. Small groups and special-occasion ensembles add depth and cater for the varied needs of our students.</p> <p>Performance opportunities are an integral part of the Music and Performing Arts Program. All students gain performance experience in Junior School assemblies, concerts, soirees and classroom performances. A biennial highlight is the Junior School production involving all students from ELC. through to Year 6.</p>				
<p><i>Our Junior School students love to sing. We offer an extensive Choral Program with a Junior School Choir comprised of 50 students and Junior Singers made up of 35 students.</i></p>	<table border="1"> <tr> <td data-bbox="469 1160 590 1294">Prep</td> <td data-bbox="590 1160 1428 1294">Prep students are welcomed to Music through the exploration of percussion instruments. They are encouraged to use their sense of play and imagination to develop and create music, dance and drama.</td> </tr> </table>	Prep	Prep students are welcomed to Music through the exploration of percussion instruments. They are encouraged to use their sense of play and imagination to develop and create music, dance and drama.		
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RELIGIOUS EDUCATION

Central to the School's mission and aims is the goal to provide a quality, co-educational learning environment based on Christian Principles.

The teaching of Religion promotes, through guided discussions and activities, a view of life in which concepts of meaning and purpose is explored. The promotion of the religious traditions of goodness, right action and a sense of moral accountability are emphasised, as is the exploration of ethics and values.

Through a weekly class taught by our School Chaplain, students explore Biblical stories and how they apply to modern life. Students are encouraged to wonder and play with the stories as they are introduced to the language of liturgy and faith.

Weekly worship opportunities exist, as does the opportunity for students and their families to make a further faith commitment (Baptism and admission to Holy Communion and Confirmation) should they desire.