

Art in the Community

We are learning to:

- Explore and create artworks in the community
- Explore dance, drama, media arts, music and visual arts



Weeks
1 - 2

Students discuss different art forms and their significance. Explore and analyse local artworks, including public installations and community projects.

Week 3

Students create a rule of 5 artwork.



Week 4

Students plan and prepare for visiting an arts performance.

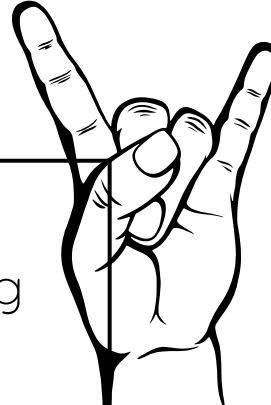
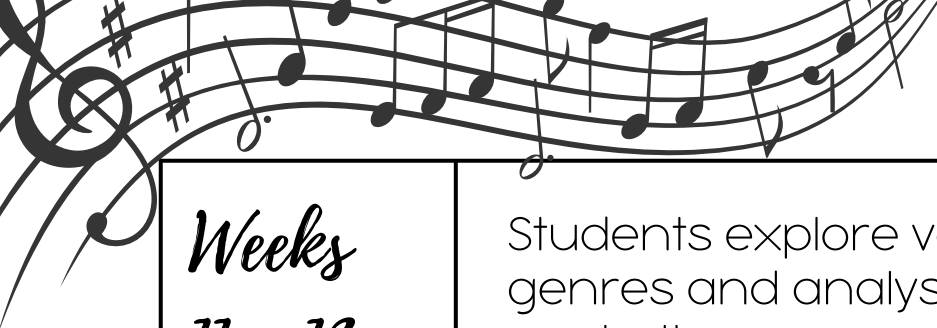
Weeks
5 - 7

Students visit a local arts museum, such as GOMA or Redcliffe Museum, and engage in a whole-class discussion to share observations and insights about the artwork. Complete activities that synthesize research with the observed artwork to provide critical feedback and thoughtful analysis.



Weeks
8 - 10

Students develop, showcase, and promote an Aspley Special School Art Gallery, and design a commemorative wreath for ANZAC Day.



Weeks
11 - 12

Students explore various music genres and analyse songs focusing on rhythm.

Week 13

Students attend an art or music performance and participate in a whole-class discussion focused on a technical analysis.



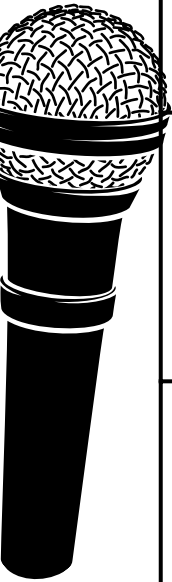
Week 14

Students are introduced to their performance piece and coordinate a music incursion.



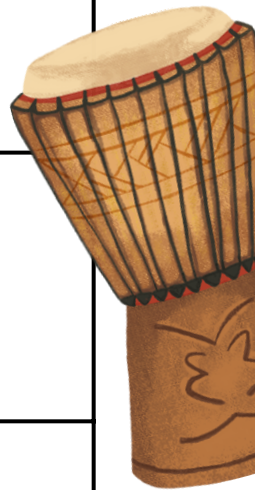
Week 15

Students explore the impact of music on culture, plan to attend a music performance, and continue developing their performance.



Week 16

Students attend a music performance and continue refining student performances for the Showcase.



Weeks
17 - 19

Students continue refining their performance for the Showcase and begin preparing and promoting the event.

Week 20

Showcase!



ROCK FEST

LOREM CITY · 10 VII 2019



Numeracy



We are learning to:

Numbers: Recognise numbers, order numbers, skip count, solve practical problems using basic number operations, use a calculator to answer problems, round numbers up or down.

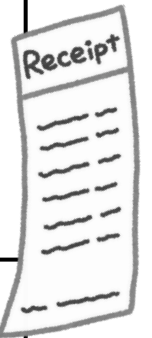
Money: Recognise coins and notes, identify value of coins and notes, skip counting with money, adding and subtracting money, budgeting.

Time: Tell time using analogue and digital time, tell time to the hour, half-hour, quarter hour and minute, time intervals/elapsed time, interpret timetables, investigate maps, NESW directions.



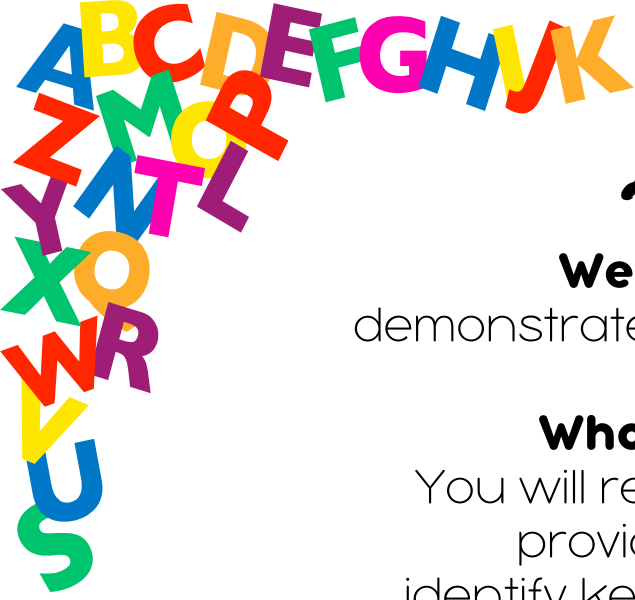
<i>Weeks</i> 1 - 2	Students engage in activities to develop skills in identifying and organising numbers, as well as recognising various coins and banknotes.
<i>Weeks</i> 3 - 4	Students deepen their understanding of Australian currency by applying their knowledge in real-world contexts.
<i>Week 5</i>	Students develop skip counting skills by twos, fives, and tens through the use of Australian currency.
<i>Week 6</i>	Students further enhance their proficiency in Australian finance through a variety of interactive games and activities.





<i>Weeks</i> 7 - 8	Students practice addition skills using Australian currency.	Students tell time to the hour and half an hour.
<i>Weeks</i> 9 - 10	Students practice subtraction skills using Australian currency.	Students tell time to the quarter hour.
<i>Weeks</i> 11 - 12	Students engage in shopping activities with money.	Students tell time to the nearest five minute.
<i>Weeks</i> 13 - 14	Students actively develop budgeting and financial literacy skills.	Students tell time to the minute.
<i>Weeks</i> 15 - 16	Students engage in a range of financial planning activities.	Students engage in time-based games.
<i>Weeks</i> 17 - 18	Students practice multiplication skills with Australian currency.	Students engage with public transport timetables.
<i>Weeks</i> 19 - 20	Students apply their knowledge by creating a detailed itinerary for their ideal holiday.	





Literacy

We are learning to:

demonstrate literacy in the community

What I'm looking for:

You will read and view texts that provide information and identify key information in the text.



Week 1

Students review the **Endeavour Foundation** brochure and extract key information, as presented in the brochure.



*Weeks
2 - 3*

Students review the **SWARA** brochure and extract key information, as presented in the brochure.



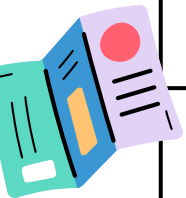
*Weeks
4 - 5*

Students review an **ORCA** brochure and extract key information, as presented in the brochure.



*Weeks
6 - 7*

Students review a **Campus Life** brochure and extract key information, as presented in the brochure.



<p><i>Weeks</i> 8 - 9</p>	<p>Students review the Zillmere Community Center website and extract key information, as presented in the website.</p>
<p><i>Weeks</i> 10 - 11</p>	<p>Students review the Holt Bolt website and extract key information, as presented in the website.</p>
<p><i>Weeks</i> 12 - 13</p>	<p>Students will research various service providers and create a visual, highlighting key information from a provider of their choice.</p>
<p><i>Weeks</i> 14 - 15</p>	<p>Students review an Aspley Special School newsletter and extract key information, as presented in the newsletter.</p>
<p><i>Weeks</i> 16 - 17</p>	<p>Students acquire skills in using technology-based tools to craft their own fictional narratives, enhancing their storytelling through digital mediums.</p>
<p><i>Weeks</i> 18 - 19</p>	<p>Students continue creating their own fictional narratives using technology-based tools.</p>
<p><i>Week</i> 20</p>	<p>Students present their stories to the class.</p>





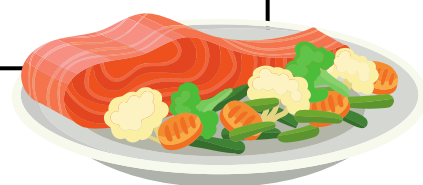
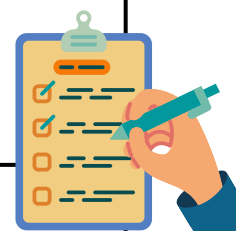
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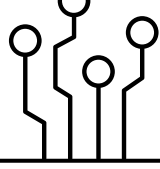


We are learning to:

- Examine information related to post-school pathways.
- Develop independence for life after school.

<i>Weeks</i> <i>1 - 2</i>	Students engage in discussions about their PATH plan goals and conduct research to explore various career options aligned with their plans.
<i>Weeks</i> <i>3 - 4</i>	Students visit post-school option providers and work experience placements, documenting their visits by creating a PowerPoint.
<i>Weeks</i> <i>5 - 6</i>	Students continue to document their work experience in a PowerPoint presentation, while also preparing healthy meals in the apartment.
<i>Week 7</i>	Students utilise ICT to identify and document a range of appropriate work opportunities within the community.
<i>Weeks</i> <i>8 - 9</i>	Students engage with a variety of service and employment providers within the local community.
<i>Week 10</i>	Students examine the key components of a job interview by collaborating in pairs and engaging in role-playing activities.





Weeks
11 - 12

Students analyse the key components of a resume and begin developing their own resumes using ICT.

Weeks
13 - 14

Students continue working on their resumes and practice completing job application forms.

Week 15

Students list their skills (e.g., teamwork, communication) and match them to potential job roles they might be interested in.

Week 16

Students list their skills (e.g., teamwork, communication) and match them to potential job roles they might be interested in.

Week 17

Class discussion on proper attire, punctuality, and body language for job interviews.

Week 18

Students utilise artificial intelligence applications to craft customized cover letters for various career paths.

Weeks
19 - 20

Students examine the significance of networking and begin to develop their networking skills through a variety of activities.

