

Attendance			
Trimester 1	Trimester 2	Trimester 3	
Absence	0	3	0
Tardy	0	0	0

Grade: 2

Teacher: Masami

<i>Learner Profile</i>	<i>Attitudes</i>
<ul style="list-style-type: none"> • Inquirers- They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. • Knowledgeable- They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. • Thinkers- They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. • Communicators- They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. • Principled- They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. • Open-minded- They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. • Caring- They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. • Risk-takers- They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. • Balanced- They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. • Reflective- They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. 	<ul style="list-style-type: none"> • Appreciation- Appreciates the wonder and beauty of the world and its people. • Commitment- Is committed to own learning, persevering and showing self-discipline and responsibility. • Confidence- Feels confident in his/her ability as learner, having the courage to take risks, applying what he/she has learned and making appropriate decisions and choices. • Cooperation- Shows cooperation, collaboration, and leading or following as the situation demands. • Creativity- Shows creativity and imagination in his/her thinking and in approach to problems and dilemmas. • Curiosity- Is curious about the nature of learning, about the world, its people and cultures. • Empathy- Imagines self in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others. • Enthusiasm- Enjoys learning and willingly puts the effort into the process. • Independence- Thinks and acts independently, makes own judgments based on reasoned argument, and is able to defend their judgments. • Integrity- Is honest and demonstrates a considered sense of fairness. • Respect- Respects themselves, others and the world around them. • Tolerance- Is sensitive about differences and diversity in the world and is responsive to the needs of others.
<i>Approaches to Learning</i>	
<ul style="list-style-type: none"> • Social Skills- Accepting responsibility, respecting others, cooperating, resolving conflict, group decision making, adopting a variety of group roles. • Research Skills- Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings. • Communication Skills- Speaking, listening, reading, writing viewing, presenting, non-verbal communication. • Self-Management Skills - Gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy lifestyle, codes of behavior, informed choices. • Thinking Skills- Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition. 	

Assessment Key**(E) Exceeding**

The student understands and uses the knowledge, concepts, and skills confidently, competently, and independently. The student is making connections in a broader context.

(M) Meeting

The student understands and uses the knowledge, concepts, and skills most of the time and is able to correctly apply them.

(D) Developing

The student has a basic understanding of the knowledge, concepts, and skills and is learning to apply them. Additional support may be required.

(AG) Additional Growth *

With considerable support, the student is beginning to use the knowledge, concepts and skills.

Social and Emotional Development Comments**Trimester 1**

Manami is a caring and committed individual. Her gentle smiles are always seen in class, and she takes every activity with enthusiasm, such as during morning singing time. The level of quality, focused attention, and efforts that she puts on independent-study work is all at an exceeding level, and her written work often goes beyond the given space on a sheet of paper or even another page. She is not only highly competent in various academic areas but always seeks further growth and perfection by actively and independently doing extra work and persevering on problem-solving and challenging activities. As a communicator, she often needs teacher prompts to more openly and confidently share her own ideas and personal reflections and to proactively show her critical thinking skills. Being a modest character, she is not so confident to lead the group work in whole classroom settings; however, in smaller group settings surrounded with her close friends, she is seen kindly and effectively using words to engage herself and being a great helper in class.

Trimester 2

Manami is a gentle, happy, and curious student who likes to secretly share with the teacher her cheerful ideas outside class. In class, she continues to be a responsible and committed learner by seeking perfection and quality, persevering in the independent and problem-solving tasks with effort, and listening attentively to others. This term, she put a greater level of effort in actively participating in class discussions and raising her hand to speak up her ideas. In this, she is a lot more confident in responding to the teacher's prompts, but not so much in directly responding to her classmates' ideas or keeping back-and-forth dialogues during discussions. When the class practiced a performance piece for The International Festival, she rather stayed quietly and did not contribute much of her ideas when the students were discussing to solve issues. I am looking forward to seeing her taking a leadership in class one day.

Trimester 3

The level of engagement, initiatives, and enthusiasm that Manami showed in the last few months of Continuous Learning was always exceptionally high. During our morning meetings, she was always ready to start her day by checking her Seesaw assignments prior to the class, so that she had questions ready to ask the teacher at the meetings. She also enjoyed connecting with her classmates particularly during class discussions as she participated in discussions with an increased level of Japanese language, communication, and critical thinking skills. This term, Manami demonstrated exceptionally independently show above grade-level skills in conducting research: identifying and summarizing key information in her own words and other forms of visuals and presenting her understanding accurately, clearly and effectively, so that it is easy for the audience to understand.

Manami's pleasant character, smiles, and positive attitudes always shined through in our meetings. I particularly enjoyed watching all the videos that she created to share in class. In these videos, she spoke with a clear purpose, explained the contents so fluently in both writing and oral, and happily and cheerfully entertained the audience in a creative way. What a good actor she is! I am happy for her that she seems to understand how using the language can be a powerful tool to connect with people and give joy and laughter in people's lives.

Overall, Manami demonstrated her ownership in learning by turning in her Seesaw assignments on time, reading and following through step-by-step instructions, and putting effort and quality on each assignment. She also checked her journal often, to make sure that she doesn't have any questions to ask the teacher or have any unfinished work. She also used comment sections effectively by reading the teacher's comments carefully and acting them accordingly to improve her work quality. Manami also persevered in challenging math work, and even when she could not get correct answers immediately, she stayed on tasks and worked strategically to complete her work. I am so proud to say that Manami always continued to reach her full potential.

Unit of Inquiry	Trimester 1	Trimester 2	Trimester 3
WHO WE ARE - An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including families, friends, communities, and cultures; rights and responsibilities; what it means to be a human.	X	X	N/A
WHERE WE ARE IN PLACE AND TIME - An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	M	X	N/A
HOW WE EXPRESS OURSELVES - An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	X	X	N/A
HOW THE WORLD WORKS - An Inquiry into the natural world and its laws; the interaction between the natural worlds (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	X	X	N/A
HOW WE ORGANIZE OURSELVES - An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	X	M	N/A
SHARING THE PLANET - An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	X	X	N/A
Unit of Inquiry Comments			

Trimester 1

Manami is always highly engaged in all sorts of Units of Inquiry activities. She is making steady progress in consistently demonstrating proficiency in evaluating and analyzing the information by independently applying and summarizing her knowledge learned from resources. She is making steady progress to make a personal reflection from the overall learning experiences and express her sense of ownership of learning. This was especially true in her high-quality field notes and the Landmark assignment. In discussions and group work activities, Manami is expected to participate more by raising her hand, asking questions, and more confidently exchanging conversations during group decision making activities. In order to further achieve higher critical thinking skills and be a true internationally-minded global student, I would like Manami to open up her world views by incorporating the knowledge she read learned from informational books and her own learning experiences outside of school with the school work. Like this, making connections between school and home experiences and communicating all this inquiry learning in class is critically important to enrich her character.

Trimester 2

In the Measurement Unit, Manami showed her meeting level of understanding and real life skills of how to read measurement tools accurately, how to use them to measure different things, and how two different measurement systems worked. She may need more practice using measurements in real-life settings to increase her fluency. In doing group-work research skills, she is making steady progress in independently reading through the passage in a book and picking up key information in order to summarize the information in her own words. She is still shy to share her ideas openly and work in collaboration during the group work activities. In oral presentations, she is able to speak fluently and clearly in a relatively organized format (with beginning, middle, and ending) by using transition words. In class, Manami is participating in class discussions a lot more than before and is making progress to show her critical thinking skills more independently and consistently. Reading non-fiction books during independent reading time is strongly suggested so that she can start talking about connections to the class materials and deepen her conceptual understanding.

Trimester 3

Due to TIS's shift into Continuous Learning, students will not receive a formal grade for any subject. Please refer to the social and emotional comment for more information.

Mathematics	Trimester 1	Trimester 2	Trimester 3
OPERATIONS AND ALGEBRAIC THINKING - Represents and solves problems involving addition and subtraction, understands and applies properties of operations and the relationship between addition and subtraction, adds and subtracts within 20, works with addition and subtraction equations.	E	E	N/A
NUMBER AND OPERATIONS IN BASE TEN - Extends the counting sequence, understands place value, uses place value understanding and properties of operations to add and subtract.	E	E	N/A
MEASUREMENT AND DATA - Measures lengths indirectly and by iterating length units, tells and writes time, represents and interprets data.	X	E	N/A
GEOMETRY - Reasons with shapes and their attributes.	X	X	N/A
Mathematics Comments			

Trimester 1

On the math fluency tests, Manami scored the grade-level expectations in both subtraction and addition. This shows that she is able to attend to precision and can look for and express regularity in repeated reasoning at a sufficiently fast speed. In math, Manami is highly engaged in math activities and works with enthusiasm in both challenging hands-on and independent work. She can also make sense of the problem, and work through problem-solving tasks and real-life application tasks independently. She has also developed her proficient skills to reason in various representations such as number sentences, diagrams, and models. Therefore, she is able to confidently solve 2-operation (+/-) story problems. However, she sometimes struggles to identify and correct her own mistakes or often gets confused when she tries to justify or communicate her reasoning effectively.

Trimester 2

On the math fluency test, Manami scored grade-level expectations in both subtraction and addition. This shows that she is able to attend to precision and can look for and express regularity in repeated reasoning at a moderate rate. Overall, Manami continues showing solid understanding and skills on advanced problem-solving contents by effectively and clearly communicating her step-by-step strategies (e.g. equations, diagrams, and modeling) and justifying her reasoning. In class, her level of enthusiasm during math activities is always high, as she eagerly and diligently works towards extra math problems and challenging problems during her independent work time. This term, she was particularly excited to improve her multiplication skills not only by rote memorizing the table, but by making math connected to her real-life settings. Identifying how math is used in our life was one key learning activity we did in class, and Manami approached comfortably using her skills and concepts.

Trimester 3

Due to TIS's shift into Continuous Learning, students will not receive a formal grade for any subject. Please refer to the social and emotional comment for more information.

Language Arts			
Listening	Trimester 1	Trimester 2	Trimester 3
Demonstrates basic comprehension by following oral directions.	E	E	N/A
Listens attentively to spoken language.	E	E	N/A
Speaking	Trimester 1	Trimester 2	Trimester 3
Engages in speaking the target language in class.	M	M	N/A
Accurately pronounces vocabulary in the target language - uses target language to engage in meaningful conversations.	E	E	N/A
Demonstrates consistent progress in speaking skills.	M	M	N/A
Understands and applies vocabulary in new contexts - uses target language to present information, concepts, and ideas.	M	M	N/A

Reading	Trimester 1	Trimester 2	Trimester 3
Concept of print - Reads top to bottom, left to right.	E	E	N/A
Phonemic awareness - Is able to hear, identify, and manipulate sounds in a word to differentiate meaning.	E	E	N/A
Decoding and word/character recognition - Can apply knowledge of letter/character-sound relationships, including knowledge of letter/sentence patterns, to correctively read words.	E	E	N/A
Fluency - Reads aloud with fluency, expression and intonation.	E	E	N/A
Comprehension - Retells stories, makes inferences, find reads text to look for answers to specific questions.	E	E	N/A
Writing	Trimester 1	Trimester 2	Trimester 3
Focuses ideas on a relevant topic to convey meaning.	M	M	N/A
Uses a variety of structures to logically organize writing.	M	M	N/A
Writes with appropriate word choice, sentence fluency, and voice.	E	M	N/A
Applies rules of grammar, spelling, and punctuation.	E	E	N/A
Writing process - Follows steps of writing process.	X	M	N/A
Language Arts Comments			

Trimester 1

Manami demonstrates passion for learning new kanji characters and thrives to excel in kanji skills not only by memorizing and fluently reading/writing characters with accuracy but also by using them independently in the real context of life. With practice and effort, she has made sufficient progress in kanji research skills: how kanji dictionary and other learning resources work and how to use them effectively to solve kanji problems. Her handwriting also shows accuracy in stroke orders and kanji formations (hane, tome, harai). Manami's unique strength in language skills is her strong ability to craft her thinking and to speak/write it clearly, orderly, and carefully in complete sentences. Also, her writing samples often show originality, comprehensiveness, and creativity. In writing and presentation skills, she can stay focused on the topic to answer and explain in fair details; however, she is learning how to organize ideas in a more logical sequence of orders by including introduction and conclusion. In her oral speaking skills, especially when she is nervous, she tends to repeat words and phrases several times, so often times, her speech becomes unclear. In read-aloud skills, she meets above grade-level skills, and can read with fluency, correct accent, and expressions. She enjoys practicing read-alouds and works well in group work play.

Trimester 2

Manami is making steady progress to become a proficient writer by fluently and correctly applying her understanding of Japanese grammar and improving her writing skills based on 6+1 Writing Traits. Manami understands how the structure of writing works by accurately using and identifying paragraphs and introduction-middle-ending parts (Trait of Organization). She can also sufficiently write with a focused idea and a correct tone of language (Trait of Ideas), for instance, in her personal narrative writing pieces. She can also apply the rules of grammar, use her kanji skills, and write in various sentence patterns; however, she could work more on word choices and sentence fluency as she tends to repeat the same vocabulary and similar sentence patterns. In class, Manami always participates in read-aloud activities with a great level of joy as she reads with expressions and fluency. Doing oral presentations is not yet her favorite thing to do as she becomes less confident in speaking; she tends to explain only general ideas and does not elaborate the information in detail. Please continue reading a variety of books that are higher in level of reading, so that we can polish your language skills.

Trimester 3

Due to TIS's shift into Continuous Learning, students will not receive a formal grade for any subject. Please refer to the social and emotional comment for more information.

English Class			
Reading and Literature	Trimester 1	Trimester 2	Trimester 3
Accurately reads grade-level text	D	M	N/A
Fluency: accurately reads text with appropriate pacing, phrasing, and expression	D	M	N/A
Comprehension: uses effective strategies to extract useful knowledge and meaning from text	D	M	N/A
Writing Skills	Trimester 1	Trimester 2	Trimester 3
Ideas: chooses interesting, important, and informative details	M	M	N/A
Organization: structure provides meaning and conveys a central idea	M	M	N/A
Conventions: uses grade-appropriate spelling, punctuation, capitalization, and grammar	D	D	N/A
Writes legibly/forms letters correctly	M	M	N/A
English Teacher's Reflections			

Trimester 1

Manami is a caring classmate who shows empathy, compassion, and respect towards the needs and feelings of others. She always arrives to English class with a positive attitude, ready to learn.

Manami approaches reading with positivity and is always up for a challenge. At this time, she is reading slightly below grade level, but is showing consistent progression and demonstrates the ability to retell and reflect on key details in a text. Manami is encouraged to practice reading aloud at home using the reading strategy "what makes sense?" to ensure she doesn't mix up visually similar words.

As an author, Manami demonstrates her ability to take risks by tackling challenging concepts and applying them to her stories to bring them to life. Her ability to thoughtfully reflect on her writing allows her to set goals and challenge herself to produce her best work. With continued practice, I anticipate proper conventions becoming habitual for Manami.

Trimester 2

As a responsible and reflective learner, Manami sets goals for herself and follows through with her plan to achieve those goals. This, along with her positive attitude, contributes to her continued growth in English literacy skills. She enjoys reading various genres and engaging in meaningful discussions about books.

As a writer, Manami is very receptive to feedback from teachers and peers and is eager to learn new writing techniques. She applied her background knowledge and experience to produce her informational book about Pokemon. Her strong voice and broad vocabulary bring life to her writing and engage her readers. Manami is still working towards consistency with applying proper spacing and capitalization. Manami's progress this term is worthy of celebration!

Trimester 3

During our Continuous Learning time, second graders were immersed in a poetry unit of study. By examining small moments and objects, they practiced seeing things through poets' eyes. They examined the rhythm and structure of poetry as well as the use of precise, honest, and comparative language. Throughout their learning, students explored and experimented with different poetic forms and structures and were given time to apply their understanding of poetry by writing their own creative poems.

Additionally, students explored different writing genres through journal writing: narrative, descriptive, expository, and creative. Students strengthened their reading comprehension through discussion and writing about their reading with our class read aloud *The Miraculous Journey of Edward Tulane* by Kate DiCamillo.

Manami's ability to be positive and actively engaged was continuous during this learning time. She found a niche in poetry and took risks in trying different genres and applying new techniques to her writing. I encourage her to keep up the momentum in writing by keeping a journal this summer filled with her creative ideas. It has been a pleasure to get to know Manami this year, and I hope that you have a wonderful summer!

Art Class			
Art Effort	Trimester 1	Trimester 2	Trimester 3
Art Effort -Are committed to one's own learning by doing their best.	M	M	N/A
Art Concepts and Skills	Trimester 1	Trimester 2	Trimester 3
Art Concepts and Skills - Demonstrates an understanding of the elements of Art.	M	E	N/A
Art Cooperation	Trimester 1	Trimester 2	Trimester 3
Art Cooperation - Contributes to the group by leading or blending in as the situation demands.	M	M	N/A
Art Comments			

Trimester 1

Manami has learned about color juxtaposition and the flow of patterns by designing and painting an art room chair with a group of other students. She worked tirelessly, focusing on minute details that were previously planned and paying extra attention to make sure the coat of paint and designs were done neatly. Manami participated in designing and blending ideas with others in the group, working well to have everybody's thoughts represented before and during the painting of their chair. Keep up the good work!

Trimester 2

Manami worked excellently well both individually and in a group on her illustrations, taking great care with every minute detail.

She shared materials/ ideas very well, being principled with the use of each art tool and putting things away as part of a team. Always an inspiration to teammates, Manami is usually the first at the carpet, to hold the door for others, or to clean up until everyone has finished. She is a very caring communicator, translating expectations to those who do not quite speak English yet. A true pleasure to teach!

Trimester 3

Students have learned about making pinch pots and coil pots from salt dough. They also learned to paint in eight different watercolor techniques which were later incorporated into mixed media works of art. The items used for mixed media were those that the students could find around their house.

Manami has shown exemplary knowledge about pinch/ coil pots, watercolor techniques, as well as leadership by participating in all our online classes. A pleasure to teach! Have a safe and wonderful summer!

Physical Education Class			
Physical Education Effort	Trimester 1	Trimester 2	Trimester 3
Effort - Is committed to one's own learning by doing their best.	M	M	N/A
Physical Education Concept and Skills	Trimester 1	Trimester 2	Trimester 3
Concepts and Skills - Understands and shows knowledge of Physical Education information.	M	M	N/A
Physical Education Cooperation	Trimester 1	Trimester 2	Trimester 3
Cooperation - Contributes to the group by leading or blending in as the situation demands.	M	M	N/A
Physical Education Comments			

Trimester 1

Manami is observant and focused on learning the skills practiced in class. In our first unit, her planning and execution of a variety of gross motor skills were meeting expectations. In our second unit, her hand-eye coordination and motor planning for different manipulative movements are also meeting expectations. Manami is an effective communicator who knows how to contribute positively to the group.

Trimester 2

Manami is reflective and committed to participating in all aspects of class. In our manipulative movement unit, her coordination and motor planning for controlling and striking with different implements were meeting expectations. In our games unit, her application of different physical skills and offensive and defensive strategies to a variety of games are meeting expectations. Manami is respectful and tolerant of other students.

Trimester 3

Our learning during the final trimester has taken place through activities assigned on Seesaw and live classes held on GoToMeeting. We completed our games unit through an inquiry into target and invasion games where we created games that were adapted to be played at home. We explored rhythm and timing through jumping rope and dancing. We also reviewed many of the skills learned in our locomotor movement and manipulative movement units while engaging in activities designed to be done at home. Our live classes helped us stay connected with our school community and socialize while moving our bodies and sharing our ideas and feelings. Manami was a wonderful presence in our live classes and consistently engaged in our activities. She often gave detailed and thoughtful responses to our Seesaw activities.

Music Class			
Music Effort	Trimester 1	Trimester 2	Trimester 3
Effort - Is committed to one's own learning by doing their best.	E	E	N/A
Music Concepts and Skills	Trimester 1	Trimester 2	Trimester 3
Concepts and Skills - Demonstrates an understanding of the elements of Music and Movement.	M	E	N/A
Music Cooperation	Trimester 1	Trimester 2	Trimester 3
Cooperation - Contributes to the group by leading or blending in as the situation demands.	E	E	N/A
Music Comments			

Trimester 1

2nd Grade Unit 1:

Relationships require negotiation, compromise, and managing disagreement. In this unit we focused on using drama to understand conflict. We started with the Dr Seuss poem 'The Zaks' and then we used a story about a conflict between two children as a provocation for writing our own small dramas.

Effort criteria: "consider and maintain appropriate behaviours in drama, as an audience member and as a performer"

Exceeding: Manami shows commitment to the different elements of writing, rehearsing and performing. She is a balanced contributor to audience feedback, and reflects on her own work.

Skills Criteria "discuss and explain the way ideas, feelings and experiences can be communicated through an effective performance."

Manami is meeting this criteria. She identifies with characters through role playing and is developing an understanding of role play as a means to solve problems.

Cooperation criteria: "work cooperatively towards a common goal, taking an active part in a creative experience"

Manami is exceeding this criteria. she adds an extra dimension to the creation of the role plays and dramas, by writing scripts and sharing ideas. She works with commitment to develop the creative ideas of the group.

(Unit 2 is in the early stages, no assessments yet, so will be included in the next reports)

Trimester 2

Manami is a responsible, knowledgeable learner. She is caring and helps her peers.

2nd Grade Unit 2:

Choices people make affect their health and well-being.

In this unit we focused on how music affects mood and well-being. We started with responses to music designed to evoke different emotions and then continued with singing and playing boomwhackers. Finally we inquired into making music that sounded happy or sad.

Effort Criteria: “consider and maintain appropriate behaviours in music, as an ensemble member”

Exceeding: Manami shows commitment to the ensemble. They take a leadership role when appropriate. They reflect on their own contribution to the ensemble and can adjust their performance based on reflections.

Skills Criteria “analyse different compositions describing how the musical elements enhance the message”
"explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings"

Manami is exceeding this criteria. She identifies with the emotion of the music and can use musical terminology to describe the musical elements which enhance its message.

Cooperation Criteria: “work cooperatively towards a common goal, taking an active part in a creative experience”

Manami is exceeding this criteria. She shows commitment to learning the songs and taking an active role in the ensemble. She supports students and leads the singing games as required.

2nd Grade Unit 3: How We Organise Ourselves

In this unit we focused on using drama and dance to tell stories about when basic needs are not met. We inquired into the movement concepts of asymmetry and symmetry.

Effort criteria: “consider and maintain appropriate behaviours in dance, as an audience member or as a performer, by listening, watching and showing appreciation.”

Exceeding: Manami shows commitment to the different elements of movement in performance. She is a balanced contributor to audience feedback, and reflects on her own work.

Skills Criteria: "create movement to show contrast in designs such as symmetry/asymmetry and opposition/succession"

Manami is exceeding this criteria. She uses symmetry and asymmetry to tell a story through dance, demonstrating understanding of the impact of his her movements on the audience.

Cooperation criteria: “work cooperatively towards a common goal, taking an active part in a creative experience”

Manami is exceeding this criteria. She shows commitment to developing and performing and takes an active role. She recognises the need to share knowledge and learning with the group and understands when to step back and compromise.

Trimester 3

Unit 4: How the World Works: Water is a powerful force that can change the Earth's surface.

Key concepts: form and change.

We started this unit on campus, and completed it in continuous learning.

Pentatonic compositions demonstrating energy changes. (Slow flowing river and fast waterfall)

Basic 12 bar blues form using boomwhackers and voices. Students wrote lyrics for a 2nd grade blues song.

Implicit focus on syllables and rhythms, and explicit focus on melody and form.

Unit 5: How We Express Ourselves: Storytelling gives meaning to our ideas, beliefs, and experiences.

Key concepts: form and function

Part 1: Focus on form.

Body percussion, Beatboxing and Rhyme. Students were offered different techniques to experiment with and then developed their own routines.

Part 2: Focus on function.

Students tell stories using different Performing Arts genre for example ballet, opera, rap, folk song, dance.

Students inquire into how the different genres change the story's message.

Manami has shown commitment and creativity in continuous learning.