ART

The Art program is exciting and varied, incorporating a variety of learning approaches to cater for the differing needs of each student.

Students will have an opportunity to work in the following areas during the year: painting, drawing, printmaking, clay, construction, sculpture, wood, metal, textiles, collage, design and art appreciation.

Themes of study will be drawn from the following areas and initiated by the students, the art teachers and/or the classroom teacher:
- Myself and my family
- The school environment
- Man made and natural world
- Historical
- Environmental
- Art Based

Where possible an integrated approach with the classroom topic of research will be explored in art lessons.

Students will have the opportunity to work in directed and self-directed lessons. There are also opportunities to work individually, in pairs and in groups. The process of making art is valued as well as the finished product.

The Junior School environment provides many places for the continual display of students’ work. It is important that students feel positive about themselves and their art works. All students will have their work displayed throughout each term. Each year the Junior School holds a Book Week Art Exhibition for the school community in which all the students are represented. Selected students work is also exhibited annually in our local community.

The Art program has a commitment to exposing students to a variety of artist’s work, both past and present, traditional and non traditional. Visiting artists enable students to talk with an artist, about their work, view the artist at work and share in the art making process.

ENGLISH

The English Curriculum is divided into sections of:

Listening and Speaking
Aims are to:
- Develop proficiency in listening and speaking, in order to communicate effectively and efficiently in a variety of situations
- Listen and speak with insight, imagination and enjoyment
- Develop an awareness of the power of the spoken word to influence behaviour

Reading and Viewing
Aims are to:
- Develop confidence and a willingness to share thoughts, feelings and experiences
- Develop an ability to evaluate and improve listening and speaking abilities

Writing
Aims are to:
- Develop an awareness of the power of the spoken word to influence behaviour
- Learn to read fluently, critically and widely for communication and pleasure
- Encourage students to express their own ideas, thoughts and feelings and their perception of ideas, thoughts and feelings of others
- Use written language appropriate to the purpose and the audience
- Develop an accurate and concise writing ability
- Become proficient writers through evaluating, rethinking, revising and rewriting

Spelling and Vocabulary
Aims are to:
- Build decoding and word recognition skills

INFORMATION AND COMMUNICATION TECHNOLOGY

Students from Pre School to Year 5 have regular lessons in the computer laboratory with their classroom teacher, learning how to use applications suitable for each year level and the activities at those levels. The computer laboratory is connected via optical fibre to the College network. All the classrooms in the Junior School are networked, allowing students to access the latest technologies at the class level.

Up to date software and internet access ensures that the electronic communications resources of the world are readily available to Seymour students.

LANGUAGES

The Junior School Languages program introduces students to the three languages taught at the College:
- German
- French
- Japanese
so they are then later able to make a more informed decision about continuing Language studies at secondary level.

The program is designed to allow skills taught in one language to be reinforced and built upon in subsequent Languages study, whilst ensuring a diversity of cultural and linguistic experience. Students are taught those skills necessary to become successful language learners; i.e. they learn how to learn languages.
The program aims:

- to establish positive attitudes towards, and fundamental skills in, the acquisition and development of effective language;
- to encourage confidence and self esteem through successful communication;
- to provide motivation and a sound structural basis for the study of languages other than English;
- to develop listening skills (discrimination, comprehension and inference);
- to develop oral skills (pronunciation, intonation, fluency and the ability to convey meaning clearly);
- to increase each student’s comprehension, vocabulary and awareness of grammatical conventions in her own language through comparison with the etymology, vocabulary and structure of a second language;
- to develop an appreciation of other cultures and study their influence on Australia’s multicultural society.

Students from R-2 are introduced to German. The focus is on an aural/oral approach, through the use of rhymes, songs, games and repetition of appropriate expressions; the children should develop an ear and a feel for the sound and use of the language. The topics deal mainly with self and the child’s immediate environment, the celebration of important festivals and, where appropriate, some links to the class program. By the end of Year 2, the children should have developed a basic vocabulary and be able to read simple sentences associated with it.

Students in Year 3 and 4 are introduced to French. Emphasis is on purposeful communication. Therefore, greetings and most instructions and explanations will be given in French each lesson. Initially, reading skills will be established through emphasis on pronunciation rules with common texts provided by posters, “big books”, individual student booklets, magazines, worksheets and blackboard work. Students will begin to develop dictionary skills. They will look at how accents can affect the pronunciation of words and compare use of gender.

Students in Year 5 are introduced to Japanese. At Year 5 students commence Japanese as part of a two year course extending into Middle School. They will learn how a phonetic script system is used and how word order changes from language to language.

Repetition heightens awareness of similarities and differences and emphasises the communicative purposes common to all languages.

**MUSIC AND PERFORMING ARTS**

All students participate in three music lessons per week from Preparatory to Year 5. Musical literacy is developed systematically and girls undertake courses in instrumental playing, ensemble, singing and movement.

All Year 3 students spend a semester each learning a stringed instrument and recorder as part of their curricular music studies.

In conjunction with other curriculum areas, music education has the following effects:

- assists cognitive development and coordination;
- assists growth of self esteem;
- provides opportunities for social interaction and cooperative learning;
- provides for enjoyment, relaxation and emotional response;
- leads to the exploration of other arts disciplines as well as other cultures;
- encourages self discipline;
- provides resources for creativity;
- enhances other curriculum areas.

**PHYSICAL EDUCATION**

Physical education is an important part of the curriculum in the Junior School. All girls have two lessons per week with a specialist Physical Education teacher. These lessons cover the three areas of Physical Education — Gymnastics, Dance and Game Skills. Swimming lessons are taken each year from Reception onwards.

Classroom teachers also take students for fitness sessions during the week.
Interschool Competition

Girls have the opportunity to play interschool sport in the following areas:
- basketball
- cricket
- minkey
- netball
- netball
- soccer
- tee-ball
- tennis

Many girls are actively involved in SAPSASA interschool athletics, swimming and cross country competitions.

Minkey, netball, cricket and tee-ball commence from Year 5. Girls also compete in other interschool swimming competitions.

RELIGION AND VALUES EDUCATION

A Junior Primary Assembly and a full Junior School Assembly are incorporated into the weekly timetable. In these assemblies, the aims of the Religious and Values Education Curriculum are supported. This develops the students understanding of Christianity, its philosophy and history through stories, hymns, prayers and Bible studies.

The calendar of the Church is observed, as well as seasons and special days. The assemblies are based on promoting a Christian code of behaviour which fosters sharing and caring for each other, enhancing positive self esteem and developing rules by which we live.

Weekly Religious and Values Education (RAVE) lessons incorporate strands including:
- The Bible
- Philosophy and beliefs
- Ethics
- The Church
- World Religions

It seeks to promote the life of Jesus Christ alongside concerns and life choices we make each day and issues facing our world. Through this program the students are guided in an understanding of God’s love.

SCIENCE AND TECHNOLOGY

Students learn about Science and Technology because they need to understand and use this knowledge to make informed choices in their daily lives and as future citizens. They are active learners who manipulate materials, use tools, interact with others in cooperative groups and communicate their ideas in a many forms.

The programs used teach students these basic concepts and skills which will enable them to learn throughout their lifetime.

Key elements and skills in Science include:
- Identifying questions
- Explaining and predicting
- Discovering and describing
- Searching for causes
- Theorising about causes
- Analysing

The students are encouraged to acquire and interpret information to raise suitable questions for investigation and to plan and conduct experiments. The students are given the opportunity to develop lateral thinking skills and present data in a variety of ways.

Technology

Designing, making and appraising for a process through which students develop ideas and create imaginative solutions for the learning tasks in which they are engaged. They participate in decisions about what to do, how it should be done, and how what might have been done might be improved.

Key Elements of Designing, making and appraising:
- By investigating students will become aware of the social uses of the effects of some products and processes.
- By designing students will recognise some practical constraints using drawings and models. They will be encouraged to compare their own products and processes with their original intentions.
- Students will have the opportunity to present information in a variety of ways and to compare and assess their performance.

STUDIES OF THE SOCIETY AND ENVIRONMENT

Topic studies are based on Society and Environment, a joint initiative between the independent Schools and the South Australian Education Department for R – 7 Schools.

Specific topics are researched and analysed within the essential understandings of
- Structures
- Heritage and Change
- Environment and Culture
- Belief Systems

An integrated approach to this learning area provides the students with learning experiences which they can understand and apply to other situations:
- Information and Communication Technology ensures that the electronic communication resources of the world are readily available to the students.
- Excursions provide first hand experiences of the curriculum content.
- Year 2–5 students participate in study tours to enhance their learning in a particular area of study.