

Name:

Year:

Room:

## Year 6 Mindfulness and Art; Choose a piece of Art

Artwork chosen (Title, artist, date):

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What is it that drew you to this piece of art?

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## Five Steps of Artful Meditation

### Step 1: Get Rid of Distractions

First things first, give yourself a fighting chance. Do whatever you can beforehand to **remove distractions**. Mindfully engaging with the art piece will be way more difficult if you keep feeling the itch to go on your phone or watch TV. So, **decide** to turn off your phone, move to a space with less distractions. Make the decision that just looking at this piece of art is what you are going to do for however long you decide to, even if it is just a few minutes.

### Step 2: Come Into the Present Moment

Take a moment to connect with your breathing, feel the sensation of whatever you are sitting on or notice the feeling of your feet on the ground, be aware of the sounds around you. "**Coming to our senses**" helps bring us out of the mental world of thoughts and into the present moment, into whatever is happening right now.

What are the first thing/s you notice?

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## Step 3: Contemplate the Art in Front of You

In present times, we often associate contemplation with thinking, but the word contemplate actually means to **look at or view with continued attention**. Its origins are in the Latin word *contemplatus*, past participle of *contemplari* which means “to gaze attentively, observe” or to “mark out a space for observation” along with the prefix *com-* “together” plus *templum* “temple”. So, take the time to **slow down** and stay with the artwork, simply looking at it.

Each artwork may invoke different emotions in the observer, perhaps a subtle or strong like or dislike, or a strong memory or association. Sometimes these emotions are entirely different from what the artist planned, but nonetheless, valid. A painting may not even stir any emotion at all, which in itself is an emotional reaction. Whatever comes up, simply notice your reactions and try to accept them without judgment or expectations of what you think you “should” be feeling instead and write down what you feel when you look at the artwork:

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And then, try to bring yourself back to simply looking at and seeing the artwork that is in front of you.

## Step 4: Notice the Details

Notice the individual colours and what the individual colours look like when they are next to each other. Notice the shapes, any patterns, any textures in the artwork—brush strokes perhaps, the smoothness of the marble or metal, the roughness of the stone.

What are the **details** in the art piece that call out to you the most?

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Ask yourself, “why does this small detail intrigue me so much?” The answer might reveal some deeper meaning behind the artwork, or simply deepen your delight over its craft. Remember, there is no wrong answer, simply allow your gaze to wander naturally through the piece while guided by curiosity.

## **Step 5: Let Yourself “Just Be” With the Artwork**

After you spend time simply noticing the details and noticing your own reactions to an artwork, instead of rushing off, give yourself time to just be with the artwork, not doing anything else. **Just be together**—like you would sit with an old friend or companion who you know so well that it is comfortable and enjoyable to just be in silence together.

Hope this encourages you to enjoy exploring **seeing and being** with art in new way!

The End!

<https://kimberlypoppe.com/blog/the-five-step-guide-for-mindfulness-and-meditation-through-art>

## Year 6, Week 7 Mandarin lesson instructions

Watch the following videos in preparation for the assessment:

1. Expressing Dates (Months and Days) in Mandarin Chinese / Beginner Lesson 9 / HSK 1  
<https://www.youtube.com/watch?v=FnJNIfovk3I>

2. JunyTony Number Songs / Counting Numbers in Chinese 1 to 100 / Learn Chinese Numbers / JunyTony  
<https://www.youtube.com/watch?v=6r25dMrVj-M>

**Assessment:** "Telling the date assessment" is to be done independently without assistance.

## "Telling the date" assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Room no.: \_\_\_\_\_

**Task:** Students are to read the dates written in Mandarin, translate and write down the correct date on the assessment sheet in English.

1. <sup>qī yuè shí èr hào</sup> 七月十二号 \_\_\_\_\_

2. <sup>sān yuè sān shí yī hào</sup> 三月三十一号 \_\_\_\_\_

3. <sup>liù yuè shí sì hào</sup> 六月十四号 \_\_\_\_\_

4. <sup>shí yuè bā hào</sup> 十月八号 \_\_\_\_\_

5. <sup>èr yuè èr shí qī hào</sup> 二月二十七号 \_\_\_\_\_

6. <sup>wǔ yuè èr shí liù hào</sup> 五月二十六号 \_\_\_\_\_

7. <sup>bā yuè shí hào</sup> 八月十号 \_\_\_\_\_

8. <sup>shí yī yuè jiǔ hào</sup> 十一月九号 \_\_\_\_\_

9. <sup>yī yuè èr shí hào</sup> 一月二十号 \_\_\_\_\_

10. <sup>sì yuè èr shí wǔ hào</sup> 四月二十五号 \_\_\_\_\_

11. <sup>jiǔ yuè shí bā hào</sup> 九月十八号 \_\_\_\_\_

12. <sup>shí èr yuè yī hào</sup> 十二月一号 \_\_\_\_\_

# How can we stop metal from rusting?



1

What word could you use to describe these images? Why?

## Vocabulary

irreversible  
oxygen

chemical reaction  
iron

corrosion  
rust

control  
variables



## Materials needed

## EXPERIMENT QUESTION 3

## Stopping rust experiment

Per pair of students:

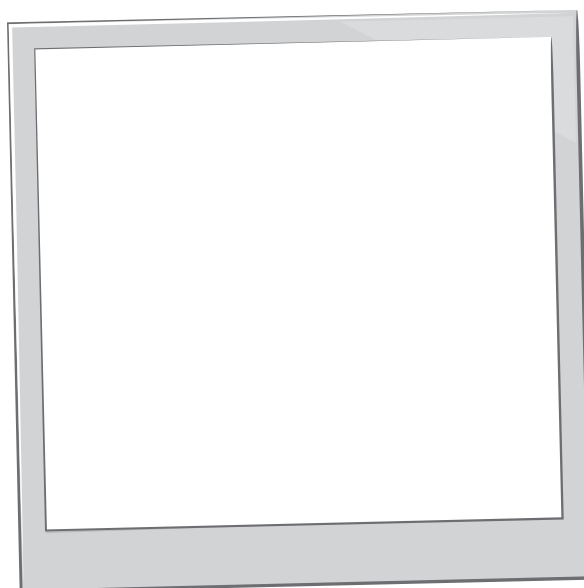
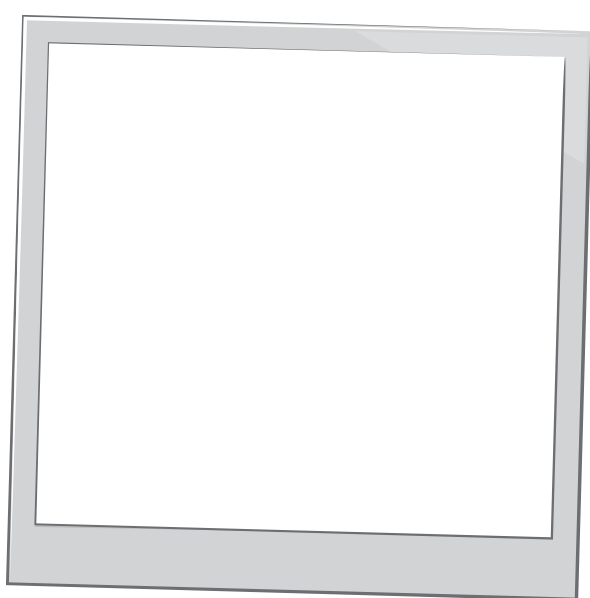
- 5 clear cups or jars
- 5 iron nails
- Coarse sandpaper
- Water
- Vinegar or lemon juice
- Salt
- Oil
- A small measuring cup
- A teaspoon
- Vaseline or grease
- A small amount of acrylic paint and a small paintbrush
- A ziplock bag



**What is rust?**

Rust is a substance that can form on objects that are made of a metal called iron. (Steel is a metal that is mostly iron, so it can rust too.) The iron combines with oxygen in the air to form this new substance. Rust is a problem because it can spread and slowly destroy metal.

- 2** Go for a walk around your school, backyard or neighbourhood. Find some metal objects and check for rust. Take some photos or make a drawing of any rust you find.



- 3** Metal turning into rust is an irreversible change that we want to slow down as much as possible. Over the years, people have found different ways of treating the metal that can slow down the rusting process.

Your task is to conduct an experiment to find out the best way to treat metal to stop it from rusting. Use the list of treatments in the box to help you set up some different tests.

**Treatments to test**

- Placing the metal in water
- Placing the metal in oil or rubbing it with grease
- Placing the metal in acid
- Placing the metal in salty water
- Painting the metal
- Placing the metal in a sealed bag or container

**Aim** (What are you trying to find out)


**Materials:** Collect the materials listed on page 2.



## Procedure

- Step 1:** Rub the nails thoroughly with the sandpaper to remove anything already on the metal.
- Step 2:** Place your five clean nails into the five cups. To four of the cups, add something to create one of the treatments on the list. Label each cup so you know what has been done to each one. If you have an idea for another treatment to test, check with your teacher first.
- Step 3:** Leave the nail in the fifth cup untreated. It will be the **control for this experiment**.



A **control** gives us something to compare the other tests in the experiment to. We can then see what effect the other treatments (such as water, oil and paint) have on the rusting process, compared to just leaving the metal alone.

## Fair testing

What are you changing, from one cup to the next?

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What are you keeping the same for every cup?

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What are you observing, or looking for?

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**Hypothesis** (What do you think will happen, and why)

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## Results

Record the treatments you are testing in the second column, then record your observations over the next week.

Cup number	What's in the cup	Observations after one day	Observations after three days	Observations after one week
1				
2				
3				
4				
5	Plain nail (control)			

## Conclusion

Use your observations to rank your treatments from best at preventing rust through to worst at preventing rust.


Answer your aim by stating what you have found out by doing this experiment.


Was your hypothesis correct?

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**Evaluation**

What challenges did you experience while doing this experiment?


If you were to do this experiment again, what would you change or improve?


**4** Use the results of your experiment to create some recommendations for how the following people can prevent rust.

**a** A primary school student taking their steel-framed bike on a beach holiday.


**b** A farmer with steel machinery.


**c** The owner of a car with scratches on the paintwork.


**5**

This famous structure was originally a copper colour. Why do you think it changed? Come up with two reasons: a scientific one and a creative one. Conduct your own research to find out the real answer.

**Scientific reason****Creative reason****Research**

Listen to the piece of music and fill in the details below:

### Some Elements of Music to Use :

- Melody
- Rhythm
- Harmony
- Form
- Timbre
- Dynamics
- Style

Name of the piece (if known):

Name of the performer or composer:

What was the instrumentation:

Style:

What are the interesting features of the music:

Describe how three of the elements of music have been used in this piece.

1.

2.

3.

**Your Review:**

**Your Rating:** \_\_\_\_\_



# Year Six

## Week Seven

### Online Learning Materials

Timetable and worksheets available from:

<https://westbyfordprimaryschool.wa.edu.au/flexible-online-learning>

#### **Student Login Details:**

Australian History Mysteries

Username: WestByfordPS

Password: Quenda

Soundwaves (Spelling)

[www.fireflystudents.com.au](http://www.fireflystudents.com.au)

Login code: card325



## Focus Words

image	listen	abyss	eliminate	misunderstood
include	liberty	pyramid	individual	illegal
building	interpret	mystery	preliminary	incomplete
guilty	innocent	symmetry	disconnect	irregular
exist	English	millionaire	disorganised	immature

1 Turn to page 81 to segment the Focus Words.

2 Circle the words where the bold grapheme represents .

listen	dusty	symbol	radio	pretty	myth
triangle	busy	history	dinosaur	emphasis	syrup
innocent	sugar	antonym	interpret	English	backyard
police	business	colony	hinder	female	cyclone

3 Write Focus Words with the same first and last sounds as the words.

gritty	_____	slippery	_____
military	_____	assists	_____
pickled	_____	pinky	_____
bidding	_____	intend	_____



4 Rewrite the sentences replacing the underlined words with Focus Words.

Remove a team after the initial round.

The wealthy person was found to be at fault.

Add one picture of the structure.

5 Write Focus Words that match the definitions.

constructing; a structure	_____
a language; from England	_____
a single person; not part of a group	_____
something secret or strange; a book or film about strange events	_____

6 Write Focus Words that are base words.

listener	_____	individually	_____	inclusion	_____
existence	_____	interpreter	_____	innocently	_____
symmetrical	_____	mysterious	_____	elimination	_____

## YEAR 6 ENGLISH ASSESSMENT POINTERS – WRITING AND CREATING

	A	B	C	D
	Excellent achievement	High achievement	Satisfactory achievement	Limited achievement
Language Features	Effectively uses language features and patterns, such as repetition and contrast, for emphasis.	Uses language features and patterns, such as repetition and contrast, for emphasis.	Uses some language features and patterns, such as repetition and contrast, for emphasis.	Attempts to incorporate language features and patterns.
	Uses specific and relevant details to effectively support a point of view.	Uses specific and relevant details to support a point of view.	Uses specific details to support a point of view.	Uses some details to support a point of view.

### Persuasive Writing Task

Topic: Movies are more enjoyable than books.

Write a persuasive writing piece on the above topic. We are looking for:

Persuasive Language Features – emotive language, alliteration, personal pronouns, exaggeration, rhetorical questions, modality, repetition, rule of three.

Persuasive Sentence Starters – it is clear that, there is no doubt that, furthermore, obviously.

Modality – certainly, without a doubt, definitively, the evidence suggests.

Paragraphs – Introduction, body paragraphs, conclusion.

### Marking Guide

	A	B	C	D
Language Features	7 or more highly effective language features.	7 or more very effective language features.	3-5 language features successfully incorporated	Less than 3 language features, unsuccessfully incorporated.
Modality	Very High Modality	Moderate-High Modality	Low – Moderate Modality	No Modality
Sentence Starters	7 or more highly effective sentence starters that connect to the argument.	5 or more very effective sentence starters that connect to the argument.	3 sentence starters that connect to the argument.	Less than 3 sentence starters that don't effectively connect with the argument.
Paragraphs and cohesion	Highly effective use of paragraphs including order of argument.  High consideration of audience	Consistently used PEEL paragraphing throughout, including introduction and conclusion.  Consideration of the audience.	Mostly correct PEEL paragraph structure, including Introduction and conclusion.  Basic consideration of the audience	No clear separation of reasons within paragraphs, including introduction and conclusion.  No consideration of the audience.

## Week Seven Writing

This week you will be publishing the final copy of your persuasive writing assessment. You may like to type your final copy or use the lines on the next page. Submit to your teacher via dojo.

Topic: Movies are more enjoyable than books.

See the attached marking guide so you know what your teacher is looking for.

