

Specialist
Information
for
Fourth Grade

Performing Arts – Jay Stetzer



The Performing Arts Program is a multifaceted program representing an amalgam of three major artistic disciplines: **Music, Movement, and Drama.**

The entire program has evolved over the years from a simple music program to its present form. Through this program children will be exposed to the “performing arts” as a unified structure, which is closer to the way they configure the arts in their own minds.

At the elementary level, putting these arts together into a single entity makes complete sense. Songs spontaneously become dances, and they further take on dramatic elements as the children literally “play” with class materials.

Since this is an “experiential” program, children are invited to participate in a number of exercises and activities designed to involve them in active learning. Each unit focuses on a number of skills and concepts geared to their grade level. Through their participation they gain a concrete understanding of the materials that make up each of the performing arts.

The Performing Arts Program capitalizes on children’s natural instincts and provides them with an appropriate structure to maximize integrated learning while minimizing the fragmentation resulting from traditional approaches to education. Children readily see the connections among the disciplines, and they engage their skills with ease. The program is cumulative—each grade capitalizes on the materials learned from the previous grades.

In addition, the material utilized in performing arts classes is often drawn directly from the classroom curricula at the various grade levels. The results, whether a simple song or dance, a poem, or a full-blown stage play, have tangible meaning for the children.

Every child from the Kindergarten through the Fourth Grade participates in Performing Arts classes:

*K/Grade 1-	two days per week,	35 minutes per period. Total 70 min.
*Second Grade-	two days per week,	35 minutes per period. Total 70 min.
*Third Grade-	one day per week,	90 minutes per period. Total 90 min.
*Fourth Grade-	one day per week,	90 minutes per period. Total 90 min.

Below is a listing of the sequence of the program broken down by the specific disciplines.

Music- in addition to the above: Extended music reading, Melodic dictation, Composed songs, Child-crafted songs, World songs, World instruments

Movement- in addition to the above: Dance vocabulary.

Choreography, Extended group skills

Drama- in addition to the above: Improvisation, Elocution, Gesture, Greek theater and mythology, World performance styles, Character development

Skills within each discipline require development through repetition and expansion over time, consequently the practice of basic skills extends from the early years well into the fourth grade. With each succeeding year, however, the skill levels become more complex, as do performance expectations.

The major performance opportunities for the children include assemblies, Pageant, class plays, prospective parent open houses, and community service projects.

Visual Art... what do you see?



with Siobhan LeGros

Fourth Grade is everything: from curriculum-related projects, to Pageant stage decoration, to focused drawing technique, to bringing back some of the old favorites from years past. The Fourth Grade essentially plots their journey and the projects are driven by personal interest, current events, classroom study or Harley tradition. Currently we are working on name "tiles", inspired by the work of Italian and Islamic artists

It's off to a smooth start and I am enjoying working with all of the children. Stop by anytime to observe or get your hands dirty!

Bart White—WORLD LANGUAGES in the LOWER SCHOOL



Third & Fourth Graders learn French with “monsieur Blanc.”

Children at Harley begin language learning right away, starting with Spanish in our Nursery classrooms, and continuing through Primaries and 2nd grade. French is introduced in the 3rd and 4th grade (Students then choose either Spanish or French for daily instruction in Middle School; Latin is an option in the Upper School). Cognitive research tells us that beginning as a child is such an advantage to acquiring a second language---Harley’s program gives your child a great head start.

I make my room a language-rich environment where children hear, read and speak French routinely. Students learn greetings, days, weather, emotions, parts of the body, colors, numbers, polite words, foods, clothing, classroom objects and instructions, places, people and animals. Students play guessing and memory games to practice words. Older children play board games in the target language with turn taking. For learning numbers, we have routines such as spin the top, number Bingo, keeping points that make counting exciting. Whether playing vocabulary games or simply in the regular functioning of the classroom, children learn directions easily with gestures and in context. After a month, even the youngest children understand *Walk; Wait; Sit; Close the door; Eyes here; Eyes closed; Don't look; Eyes open; Listen; Raise your hand; Turn-off the lights, Time to put things in order, etc.*

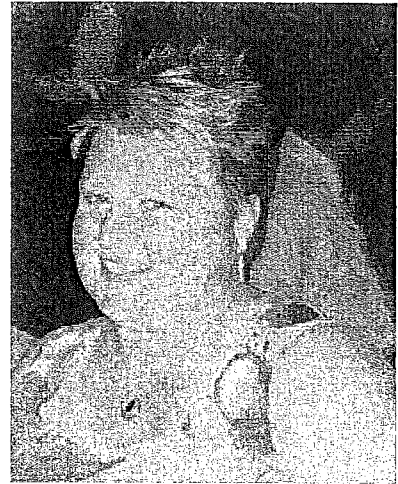
I believe a good story is a great tool for teaching, so I talk with puppets and tell stories using figures of people and animals that I move on a story board, where concrete objects show the meaning of actions and emotions more clearly. An audience watches the figures, the expression of my face, and understands the story line in another language: *The children woke up, walked out the door, crossed a river; ran into a cave; in the cave was a bear who said, I'm going to eat you! Help! Save Us!* and more. Humor and surprises make our stories fun. Often, I stop a good story at a climactic moment so that when we meet again, students can recall and tell me who was doing what in the last episode. We also learn lots of language reading stories from our classroom library. Students watch videotexts (videotexts are storybooks in French that I narrate and film).

Harley’s motto, “Joy in Learning,” are words we live by in the language classroom. Choice Time (directed play) encourages children to use language for playing, and the Nature Boxes and Café Français are big hits during the year. I truly enjoy speaking French with your children, and I look forward to meeting you. Please feel free to contact me with any questions about your child or about the program.

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Music Plus

Music Plus in the 3rd and 4th grade is focused on musical literacy. Meaning, the students are learning how to read and understand music. They are becoming more familiar with written music and learning how to apply it in different ways. During class we use movement, chanting, reading, clapping, patting, and singing to internalize the piece we are working with.



I find it very important and extremely helpful for the students to be physically and mentally engaged when learning rhythms and melodies.

In the 3rd grade the rhythms we use tend to have quarter notes, quarter rests, half notes and eighth notes. As the children move into the 4th grade, we add sixteenth notes to rhythm reading skills as well as explore rhythms in 6/8 time.

Melodically the students will learn to decode mostly pentatonic pieces using the solfege (do-re-mi) system. This allows them to see, hear and understand the relationships between the pitches, while still using simple language. As the students move from 3rd to 4th grade the melodies will become more complicated and their knowledge of solfege becomes broader.

With all their knowledge the students will play a variety of instruments, allowing them the opportunity to apply what they have learned to an external music source. Some of the instruments we will use are tubanos (large drums you play with your hands), hand drums (drums you hold and play with your hands), wood blocks, cabasas, guiros, claves, xylophones, metallophones and glockenspiels. In the 4th grade the students will learn to play recorder.

It's amazing what we can get accomplished in our short class but the students seem to be endless in their desire to learn. I am excited by what I have seen from the children already and I am excited for what's to come!



Physical Education

Brian Michalski – Brian has been teaching Physical Education at the Harley School for 8 years. Brian teaches students in the Lower, Middle and Upper schools. He is also the director of the Harley Summer Day Camp and the varsity bowling coach.

Peter Mancuso – Peter has worked at Harley for 15 years, the last 11 of which he has been the Athletic Director. He is the varsity swimming and baseball head coach.

Lorie Rick – Lorie Rick is the head of the Harley physical education department. She has worked at The Harley School for the past fifteen years. She teaches PE to grades N-8th. Lorie currently serves as a 5th grade advisor and coaches the HAC co-ed modified and varsity swim teams. She oversees the after school swim lesson program as well as the after school Harley swim team.

Lindsay Worner – This is Lindsay's fourth year teaching at Harley but she has been here most of her life. As a graduate of Harley (class of 2002) Lindsay loves being back at Harley and being able to give back to the community that gave her so much. Lindsay also coaches the varsity swim team, the 7/8 track team and is a 6th grade advisor. All classes are co-taught. See the table below to see which teachers teach each class, how often they meet, and class length.

	NR	NY	NB	NG	Primaries	2 nd	3 rd	4 th
Teachers	LR&LW	LR&LW	LR&LW	LR&LW	LR&LW	PM&BM	LW&BM	LR&BM
Visits/ Week	1	1	2	2	2	2	4	4
Length (min)	30	30	30	30	35	35	35	35

This year we continue to implement and expand our use of the Sports, Play & Active Recreation for Kids! (SPARK) curriculum for the 2nd, 3rd and 4th grades. With this curriculum, we emphasize cooperative learning and good sportsmanship in a non-competitive setting. In addition to the traditional units (soccer, kickball, t-ball, etc.), we have also incorporated some non-traditional units such as yoga, relaxation, step-aerobics, Pilates, and swimming at all grade levels. This year we hope to try a biking unit as well. Every student in the lower school participates in nine weeks of swim lessons. We feel that swimming is a life-long skill that all students should possess. We are fortunate here at Harley to have the facilities and support to implement this swimming program. At every level we work to improve and teach new skills.

4th Grade – Students are asked to work together to complete tasks and to participate in activities. We continue to develop skills and begin to apply them to game situations. We also talk about game play as well as sportsmanship. Please feel free to contact any of us with any questions or concerns you may have.

TECHNOLOGY K-4th Grade - Mrs. Weber



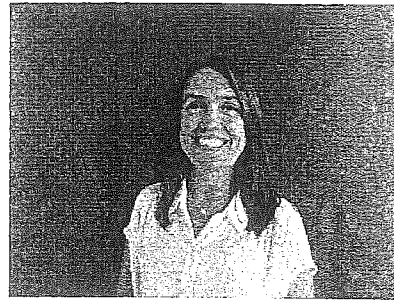
In the modern 21st century world, when we use the phrase "Technology Education", it often brings to mind computers and desktop computing; and though computers are certainly a big part of Tech Ed, they are by no means the only or primary focus of technology education. At Harley, students are immersed in an environment that broadens their understanding of what 'technology' is and how it is used. Our goal is to guide our students to become proficient and skilled in our ever-changing technology-driven world. These 21st century learners are often adequate consumers of technology, but here, they are given opportunities to become innovators with and creators of technology. Incorporating and integrating other related concepts and content is at the heart of S.T.E.A.M. (Science, Technology, Engineering, Arts and Math), helping students to explore, experiment and understand through collaborative, hands-on activities that engage them and encourage them to take risks and ask questions. As part of the Maker Education philosophy, I believe every student is a creator, inventor and innovator; and through this process, he/she learns deeply about the world.

At all grade levels, students are building their computer skills, discovering that the computer is both a tool and a resource for learning. They also have ample opportunities to develop their collaboration and communication skills working together on projects that they have selected. Design Thinking is an undercurrent through the project-based learning; making their ideas into working, physical creations, the students hone their skills using a variety of hand tools and materials. They learn how to use them in safe and appropriate ways, and building materials can range from wood and PVC to whatever packing material came out of shipping boxes, and of course, the boxes themselves. The term "hacking", in the purest sense, is another concept to which the students are introduced. In other words, taking something and adapting it for another purpose or improving it.

In the primary grades, students focus on identifying the different components of computer systems such as the monitor, mouse and keyboard, learning how to type letters and numbers, and developing their technology vocabulary, all in preparation for using the computer as one of the many ways to create artifacts of their learning. They are introduced to Design Thinking, engineering, robotics and coding. Second graders build on these ideas and begin creating artifacts of their learning to share beyond their teachers and class peers. They also learn about inventing and becoming a "Maker", having several opportunities to create in both the digital and physical realm. Third graders explore different ways to use technology to communicate and collaborate, including wikis and blogs, and coding. Fourth graders build further upon all of these ideas and skills, discovering ways to use technology to present their ideas, express their creativity, and begin to think about how they can use their growing wealth of skills and knowledge for their future.

All students in all grades have opportunities to become great explorers and to use technology, including computers and the World Wide Web, as they delve into in other content areas and areas of interest to them. There are many computer programs and web-based "apps" that students may use, both in the lab and on their own, to reinforce content being covered in their core ELA, math, science and other classes. Further, at developmentally-appropriate levels, students begin to learn how to effectively use internet and computer resources to research, analyze and evaluate information and how to use technology to communicate with the greater community about what they have discovered. All of this is presented in the context of developing safe and responsible digital literacy and citizenship. The range of activities is designed to build students' 21st century skills of communication, collaboration, creativity and critical thinking, ensuring they are prepared for the challenges that await them in middle school, upper school, college and beyond.

Literature - Mrs. Guiffrida



In the literature program in the Lower School, K-4 students have opportunities to learn about literature and to practice the reading-thinking strategies that good readers use to generate meaning. The goal of this program is to help students become engaged and thoughtful readers and writers whose literary awareness and appreciation enriches their lives. At each grade level, this program features a series of diverse Literature Units with a particular focus such as: a topic or issue; a literary motif, theme, or genre; a character type or tale type; a narrative element; or the craft of authors and artists.

Each unit is structured around a series of whole group read-aloud sessions in which students are introduced to related literary selections. The children are invited to respond to each selection as it unfolds and to engage in collaborative discussions to generate meanings and build understandings and insights from one session to the next. Over time, students learn to engage in and compare diverse stories and to search for connections among the stories selected. From one unit to the next, students gain literary knowledge, understandings, and insights to create reading-thinking strategies that they carry with them as they read increasingly complex narratives throughout their lives.

Here are some examples of Literature Units I have been developing with students in fourth grade:

In one literature unit, the students are invited to study “authors’ craft,” and they are introduced to diverse literary devices used by writers to compose narratives. Each story selected for this unit features one or more of these devices: flashback, foreshadowing, viewpoint, parallel plots, the “story-within-a-story,” allusion, symbolism, etc. This unit concludes with a creative writing project in which the students use some of these literary devices to compose an original story. Another unit features “variants” of traditional tales such as *The Dragon Prince: A Chinese Beauty and the Beast Tale*; *The Irish Cinderlad*; *Rimonah of the Flashing Sword: A North African Tale* (a variant of “Snow White”); and *Mufaro’s Beautiful Daughters* (an African variant of “Cinderella”). This “variant unit” is followed by a unit featuring “modern revisions of traditional tales.” This unit includes titles such as: *Snow White in N.Y.*; *Cinder Edna*; *The Frog Prince Continued*; and *Rumpelstiltskin’s Daughter*. As they listen to these stories, the students discover the way modern writers draw from traditional tales to create new ones. The students are also invited to identify the author’s craft reflected in each modern revision. At the conclusion of this unit, the students use what they have learned about this literary genre to create their own modern revisions of traditional tales.

