



Art, Diane Reed-Paly

The third grade art program was designed to meet the guidelines set by New York City in the Blueprint for the Arts. The curriculum also has connections to the Social Studies Units taught in the third grade classrooms. Throughout the art curriculum are experiences that enrich art making. The students will be discussing and analyzing pieces of art, as well as studying some famous artists that will relate to their work.

The first project is called Spirit Animals. The students will create an oil pastel drawing of their spirit animal in the Native American tradition that complements their classroom learning. Our artist of study will be Norval Moriseau or Copper Thunderbird. This year we are combining this project with a Studio in a School artist. This six week program will involve the creation of clay spirit animals as well. Later on there will be a watercolor painting project. During this study the students will experiment with many different techniques letting them practice their brush and color skills. A booklet of painting ideas will be created for home, as well as a final painting showing their favorite techniques. Looking at the artist Romare Bearden, we will launch a study on collage making. This New York City artist will be the inspiration for creating a collage piece, which will connect to a dance study with Catherine.

The end of the year will have the students studying the art of Delft Tiles. They will demonstrate their knowledge of history by creating two tiles, one example ties to the past and one modern tile for New York City today.



Dance, Catherine Gallant

Students will work as individuals and in small groups to explore movement ideas and to create their own dances. We will continue to practice our powers of observation as we learn to comment upon the work of our peers. This sharing of work is often done by splitting the group in half with one group watching and the other dancing. Directed verbal interaction afterward adds to the students' perceptual and response skills.

Students practice observation, description, response, editing and revising. We have added the elements of focus and transition to our movement phrases as we build our movement vocabulary. We are currently exploring many different kinds of locomotion and how to use shape as a way of beginning and ending a movement phrase.

In addition, grade three continues to practice the basics of dance technique. Warm-up activities this Fall have focused on floor stretches challenging the time spent in silent self-directed stretching. We then progress to standing work including plies (flexion and extension of the knees) in parallel, first, second and third position, articulation through the three parts of the foot (heel, ball, toe), full stretch through the back of the leg (understanding when the knee is bent or straight) and an awareness of the verticality of the spine.

In November 3rd graders will participate in a Bridge Unit to create their own dances in partners using contact improvisation and weight sharing. We will then begin to look at the bridges of NYC and study, through movement and weight sharing, the physical forces at work in their construction such as tension and compression. We will construct arch and truss shapes requiring respectful and safe contact. Students will then create imaginary bridges using their bodies to build and design unusual structures that rely on contact and support. Third graders will also gained experience using improvisation to discover and invent movement and to solve movement problems.

Third graders continue to practice the basics of dance technique. Warm-up activities include plies in parallel, first, second and third position, articulation through the foot (which now includes releve, springs, tendu, degage, and passe) and an awareness of the verticality of the spine. 3rd graders

In January students will study the work of American choreographer Alvin Ailey. They will learn excerpts from his signature work *Revelations* and gain a deeper appreciation for and knowledge of contemporary dance forms that focus on emotional expression. In February students will study Harriet Tubman's journey on the Underground Railroad and create movement which embodies the experience of the fleeing slaves on their travels Northward.

Throughout March and April students will learn the Native American Friendship Dance and create dances inspired by the Lenape tale, Rainbow Crow. In May we will explore work actions (planting, building, hunting, cooking) and their subsequent abstraction into dance making as they related to daily life in New Amsterdam. Students create and evaluate themselves using a student-generated rubric which guides our work and documents progress.

Students in grades 3-5 are keen observers of their world. They are capable of complex patterns of logic, analysis, invention and creation. Ongoing participation in dance develops these habits of mind in unique and self-affirming ways. To learn more about dance education K-12 check out the NYCDOE Blueprint for the Arts in DANCE at http://schools.nyc.gov/offices/teachlearn/arts/canda_dance.html



Music, Mary Cherney

This fall third graders will continue building on the skills introduced in previous years.

One of the goals of the third grade year is learning to read music off of the five line music staff. This fall we will spend a significant part of our classroom time working towards this goal. As the year progresses we will develop new recorder skills,

specifically the use of both top and bottom hands, enabling us to expand our recorder

range to cover over an octave's worth of notes. Third graders will play numerous recorder rounds and duets, which will help build skills necessary for more independent part playing and more complex ensemble work. We will use the newly acquired musical literacy towards these goals.

Ensemble pieces will become increasingly more sophisticated, using a wide variety of pitched and non-pitched instruments as well as percussion, recorder and vocal parts. Students are encouraged to take a more active role in arranging the pieces we play as we work towards our goals collaboratively. Accurate musical vocabulary will be As the year continues we will play songs and pieces from a variety of musical repertoires, styles and cultures. These will include songs of the Eastern Woodland Native Americans and songs from New Amsterdam. Towards the end of the year I will be introducing flute and clarinet to the third graders. These instruments will be available to them as electives starting in the fourth grade. It should also be noted that our music curriculum, although developed independently, meets all benchmarks outlined in the N.Y.C. Blueprint for Arts Education.



Physical Education, James Herlihy

The PS89 physical education program follows the “Physical Best Curriculum.” It is designed to teach children about the importance of physical activity and fitness. We will discuss many topics such as aerobic conditioning and strengthening heart and lung stamina. Students will learn to take their heart rate and make correlations between heart rate and movement, about muscular strength and conditioning, flexibility and nutrition. Students will learn skills necessary to participate in sports such as soccer, basketball, volleyball, and floor hockey. As per Department of Education requirements, they will participate in the NYC Fitnessgram, which is a physical assessment measuring aerobic capacity, muscular strength, and flexibility. Sportsmanship and fair play will always be stressed in all activities.



Science, Diane Reed-Paly

The third grade science curriculum moves students from a more exploratory beginning elementary program into a more rigorous upper elementary curriculum. The third grade has science once a week for a seventy-five minute period. Third graders are expected to use the scientific method of experimentation, conduct refined observations, and maintain a science journal of their work.

There are four units of study and a science exposition this year. The first unit is an important fundamental study on matter. Students learn about solids, liquids, and gases through experimentation, measurement lessons, and recorded observations. The tools of measurement are reviewed for future science work in later grades. The second unit will be a study on the different kinds of energy. Sound energy, heat energy, and light energy will be explored and lab equipment will be used to investigate how energy is created and travels. The third unit progresses into Simple Machines. The six simple machines that are the basis of most machinery will be covered. By examining levers or pulleys in experiments we can see how work is done. The knowledge of simple machines can also help a city student better understand their world (construction sites!). The fourth unit is Plants and Animals. Students will investigate the needs of these living entities and how their body structures help them to survive. Learning life cycles and adaptations will support the future fourth grade Ecosystems Unit.

This curriculum follows the NYC Scope and Sequence and meets all state standards. The third grade Science Exposition is generally held in the spring. Months before the big day, support materials and schedules will be sent home. Third grade students work hard and enjoy their exposition experiences. Their work will also prepare them for future exposition participation in middle or high school. I look forward to a great year filled with science learning and fun.