



Art, Catherine Gallant

Kindergarten is a time of discovery and experimentation. Imagination leads the way as we work on a variety of projects that balance creative exploration and experimentation with the acquisition of specific art based skills and an introduction to art history.

Kindergarten students start off the school year with a unit on “line” and “color”. They will explore the basics of color theory, specifically about how the primary colors: red, blue and yellow, mix together to get the secondary colors: orange, green and purple. The students will work with a variety of tools (crayon, marker, watercolor, tempura paint, collage and clay) to create several unique pieces of artwork. In addition to learning basic color theory, the students will become familiar with the various tools and materials available to them in the art room and how to use each appropriately including cutting with scissors, twisting, tying and wrapping. Among many other units, there will be a unit on shapes and collage, where we study the artist Henri Matisse and use his work as inspiration for our own projects.

“Young children are active and exuberant explorers. Artistic images capture the physical and sensory aspects of their discoveries. They love to express the movement, feeling and tactile qualities of animals, places and people. They tell stories by combining their observations with their inner worlds of fantasy and include details that capture the important parts of their ideas. Art making becomes an important spur to the use of imagination.”

By Professor Judith M. Burton, Art and Art Education Program, Teachers College Columbia University
<http://schools.nyc.gov/offices/teachlearn/arts/blueprints/visual-arts-blueprint.html>



Dance, Catherine Gallant

Dance creates and retains a wholeness of body, mind and spirit. It enables the moving learner to explore the world as a place of infinite possibility. This primary creative dance emerges from the child as a process of development, which embraces inquiry, observation, feeling, invention, response, and evaluation.

Our initial activities this year are designed to foster understanding of personal space and the need to maintain it while working in general space with others. Every session involves practice at turn taking and attentively observing the creative efforts of others.

In our warm-up activities we have focused on the beginnings of dance technique by learning about how feet can flex and stretch, legs can bend and rotate, and how the spine works against gravity as it seeks verticality. Students have also learned to distinguish between galloping and skipping as basic locomotor movements in the Galloping Partners and Gallop/Freeze dances.

Through directed improvisation students are working with the movement elements of level - (high, middle, low), direction - (forward, back, side), line and shape - (curved, straight, twisted) and space - (personal/general, growing and shrinking). This year's explorations begin with body parts using a rhythmic chant called *People are*

People. Dances, which focus on thumbs, hips, eyes, and ankles, emerge with infinite variety and imagination. In November students will participate in the Leaf Dance which introduces the concept of the movement sentence: a sequence of action words which transforms into a dance. This approach leaves room for individual interpretation within the thematic material and provides a structure for development in Dance Making. Set dances we will learn in the Fall are the The Eagle Dance, Mowrah Cawcah, (a West African song about locomotion) and the Trepak/Russian Dance from the Nutcracker.

In January K classes will work in partners on the Snow Partner dance, learn the Lion Dance (to celebrate Chinese New Year), and experience the sensation of bound and free flow in The Spaghetti Dance. In March our movement investigations will be inspired by the “Seed Story”. This narrative is expressed through the body as the seed is planted, nourished by the sun, rain, and magic of our imaginations. In April/May we will continue our creation of “movement sentences” as we enter our unit on water movement. First we will gather action words by watching water movement on video. Students will work cooperatively as we explore the special movement qualities of water; from the stillness of a glass of water to the raging waves of the ocean. Other activities will include an exploration of the water cycle in the Thunderstorm Dance, the Secret Fish Dance, and the Cooperative Blanket. We end the year with the embodiment of the metamorphoses of the caterpillar/butterfly.

Movement is integral to the learning process of young children. 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

Kindergarten classes will explore music through a variety of activities aimed at developing musical growth. These activities will include movement, speech, songs, use of instruments, and focused listening. Movement is a natural response to music, especially in children. We will use movement to learn about pulse (keeping a steady beat) and tempo (the fastness or slowness of the beat), which helps us prepare for using instruments and ensemble playing in the future. Starting and stopping together and moving to musical cues are other essential skills we will develop through movement.

Rhymes and poems will be used to access and explore rhythm and meter. Spoken rhymes will be clapped, tapped, and transferred onto the various percussion instruments used by Kindergarten classes. Songs and singing will play an important role in the Kindergarten music program. Most of the songs we sing are traditional old folk and game songs that have been around for generations. Songs are chosen by virtue of their content and vocal appropriateness, using comfortable vocal ranges and pitch patterns that are easy to match.

This year Kindergarten classes will be introduced to a large variety of pitched and non-pitched percussion instruments ideal for this age’s developing motor skills. These instruments are used to accompany songs we sing and as vehicles for improvisation and self-expression.

Music also serves as a window into different cultures. By the end of the school year, Kindergarten students will have learned songs from Ghana, China, Japan, England, and our own Afro-American ‘play party’ tradition. The joy of singing and singing for enjoyment are always emphasized.



Physical Education, James Herlihy

The Physical Education program at PS 89 is centered around teaching your children the importance of living a healthy and physically fit life style. We use the "Physical Best Curriculum." Our goal is to improve your child's health and fitness in a fun manner and safe environment. Learning to be physically active is important because it keeps children in school and helps them perform better academically. In grades K-2, your child will learn to move through space using different pathways, different locomotor movements, such as hop, skip, run. They will also learn to cooperate with other students and develop a sense of fair play and sportsmanship. Students are always encouraged to try their best and be respectful of other students.



Science, Diane Reed-Paly

The kindergarten classes go to the Science Lab once a week. During their lab time, they will explore the world of science around them by using their investigative, cooperative, and communicative skills. In September we begin by introducing the students to the Science Lab and how it functions. The students and I will build a relationship of communication and establish a culture of sharing ideas and materials. Throughout their elementary school experience at PS89, students will be learning in the Science Lab once a week, so a strong introduction builds for future success.

Later in the year we will study the five senses and the human body. The classes will work by participating in experiments, sensory games, and explorations. We will research and record information on the properties of solids and liquids. In the spring we will study a selection of animals, learning how they grow and survive using observation, research, and non-fiction text.

This is a big year for science learning: students will work like scientists as they develop the process skills and thinking strategies needed for future science success. There will be worksheets sent home that represent their learning experiences in the lab. Please review these sheets with your child. Together we can strengthen science success. I look forward to the long science road ahead and all of the fun and discovery we will share.