
*By the end of First Grade, your child should be able to do the following in **MUSIC**:*

Melody:

- ▶ Further differentiate melodic direction of upward, downward, or repetitive movement, in specific intervals.
- ▶ Experience more extended use of melody instruments.

Rhythm:

- ▶ Clap a beat in common time.
- ▶ Identify quarter notes, quarter rests, and eighth notes.
- ▶ Count in meter.
- ▶ Walk, dance, or move in time with music.

Tempo:

- ▶ Change tempo appropriate to the music, distinguishing between fast and slow

Style/Form:

- ▶ Aurally identify form, e.g., AB, ABA, ABABA.
- ▶ Sing in solo-chorus-verse refrain.
- ▶ Begin to identify specific styles of music from a variety of cultures.
- ▶ Begin to identify specific composers through their musical compositions and historical backgrounds.

Dynamics:

- ▶ Demonstrate dynamic changes with his/her own individual creative abilities.

Tone Color:

- ▶ Further distinguish among male, female, and children's voices.
- ▶ Identify common instruments – especially those used in the classroom.

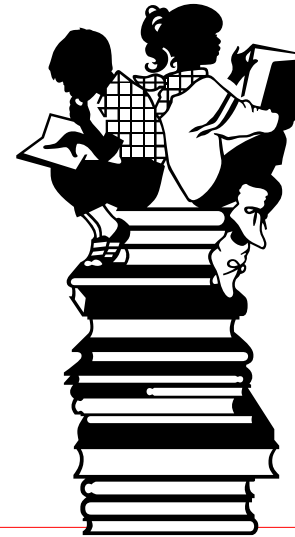
Instrumental Performance:

- ▶ Read and perform simple rhythmic patterns on classroom instruments.
- ▶ Continue to accompany class performances using ostinati.
- ▶ Perform two contrasting melodic or rhythmic patterns as a group.
- ▶ Improvise a melody or harmony, given a specific rhythm on a classroom instrument.

*By the end of First Grade your child should be able to do the following in **LIBRARY MEDIA**:*

Apply the Skills of a Curious Researcher:

- ▶ Locate and name areas of the Library Media Center (LMC).
- ▶ Explain the purpose of a LMC.
- ▶ Differentiate parts of a book (spine, cover, title page).
- ▶ Explain the role of author and illustrator.
- ▶ Differentiate between fiction and nonfiction.
- ▶ Use alphabetical order to locate specific books in the E section.
- ▶ Observe the numerical order of nonfiction books.
- ▶ Use developmentally appropriate computer resources.
- ▶ Locate and use Kids' Information Portal (computer catalog) to find resources in the LMC.
- ▶ Locate information on a web page.
- ▶ Gather and interpret information from fiction, nonfiction, and reference sources (print and non-print).



Develop the Skills of a Life-long Reader and Communicator:

- ▶ Identify and read a variety of literary genres and award winning books.
- ▶ Independently select personal reading resources.
- ▶ Develop listening skills through literary experiences.
- ▶ Identify characters, setting, and plot in a story.
- ▶ Respond to literature in a variety of ways including discussing, recalling, sequencing, predicting, summarizing, or comparing.

Demonstrate the Skills of a Responsible Community Member:

- ▶ Follow library procedures.
- ▶ Demonstrate respect for the facility, resources, and others.
- ▶ Give credit to creators of ideas, information, and illustrations.

**All learning is cumulative.
What is taught the previous year is strengthened by what is taught this year.**

Academic Expectations

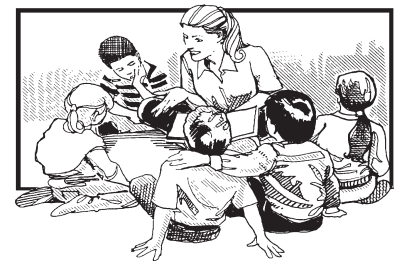
What You Can Expect During Your Child's Year in *First Grade* **Art, Music, Library Media, Technology and Physical Education**

While all children learn in different ways, you expect your child to make progress in school every year.

This brochure defines what your child should be able to do in the areas of art, music, library media sciences, technology and physical education by the end of this year.

At Scotia-Glenville, learning is often integrated between subject areas.

Reading and writing skills, for example, are also stressed in art, music, library media sciences, technology and physical education.



Our district also strives to have technology viewed as a set of complementary activities in all subjects.

Please review this list of grade-level expectations and, if you have any questions, please feel free to contact your child's teacher or principal. We value the partnership that can exist between school and home.

Our district is committed to an education for your child that is consistent across our elementary schools and which will add depth and richness to your child's experiences.

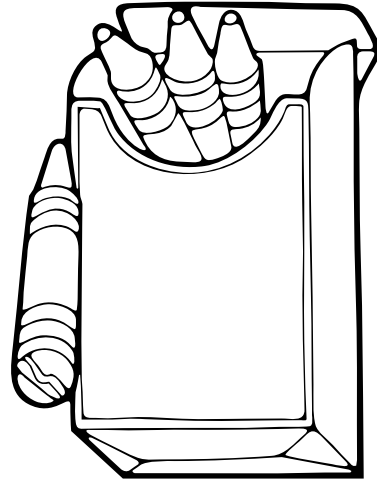
*By the end of First Grade, your child should be able to do the following in **ART**:*

Drawing:

- ▶ Identify and draw a variety of lines and shapes.
- ▶ Draw from observation and imagination using a variety of media.
- ▶ Identify parts of a landscape.
- ▶ Create a human form using shape.

Painting:

- ▶ Learn proper use of paintbrushes.
- ▶ Create wet and dry effects using tempera and watercolors.
- ▶ Recognize warm/cool colors.
- ▶ Mix primary colors to obtain secondary colors.



Design:

- ▶ Introduce the elements of line, shape color, texture and space.
- ▶ Draw a visual texture.
- ▶ Create a tactile texture on a surface.
- ▶ Understand the use of space (overlapping, scale, foreground, middle ground background, composition, color change).
- ▶ Understand balance, and the difference between “symmetrical” and “asymmetrical.”

3-D Sculpture:

- ▶ Differentiate between 2D and 3D form.

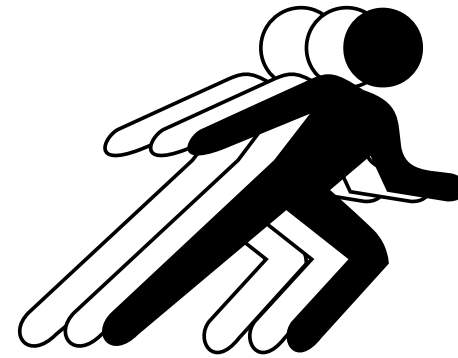
Art History:

- ▶ Recognize a variety of artists and art movements.
- ▶ Use “art vocabulary” when discussing images.

*By the end of First Grade, your child should be able to do the following in **PHYSICAL EDUCATION**:*

Body, Spatial and Social Awareness:

- ▶ Use different body parts required by different challenges with a partner.
- ▶ Mirror the symmetrical or asymmetrical shape of a partner.
- ▶ Make the different body shapes with and without a partner.
- ▶ Move in a variety of ways in relation to a stationary object or partner.



Effort and Controlled Movement:

- ▶ Perform different body movements of varying speeds to a signal or music.

Locomotor Movements:

- ▶ Travel and change from one locomotor movement to another on a signal.
- ▶ Practice leaping using either foot to lead.
- ▶ Jump and land using a variety of takeoffs and landings in relation to equipment e.g. (hoops, low hurdles, rope shapes, carpet squares).
- ▶ Flee from a partner, as quickly as possible, on a signal.
- ▶ Travel and change pathways, as quickly as possible, on a signal.

Tumbling, Rolling, Balancing and Weight Transfer:

- ▶ Roll smoothly and consecutively in a sideways and forward direction.
- ▶ Balance on different numbers of bases of support.

Dribbling, Kicking and Punting:

- ▶ Dribble a ball in self-space using one, then the other hand and/or foot.
- ▶ Hand dribble a ball in self-space at different levels.
- ▶ Kick a slowly rolling or stationary ball by using the instep.

Throwing, Catching, Volleying and Striking:

- ▶ Throw a variety of objects using an underhand and overhand motion.
- ▶ Underhand strike a lightweight ball or latex-free balloon, upward with the hand, keeping it in self-space.
- ▶ Strike a small, lightweight ball upward with a hand or lightweight paddle.

Fitness:

- ▶ Play to encourage movement and increased heart rate.

*By the end of First Grade your child should be able to do the following in **TECHNOLOGY**:*

Basic Operations:

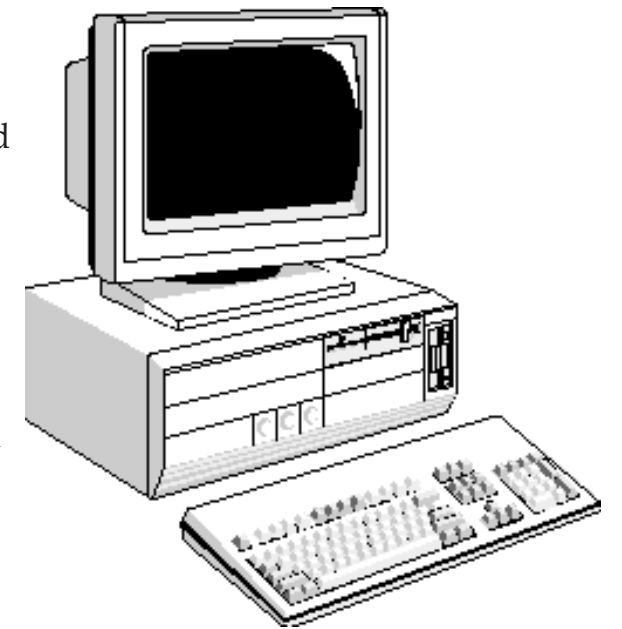
- ▶ Identify desktop icons.
- ▶ Turn computer on/off correctly.
- ▶ Use special keys (shift, delete, backspace).
- ▶ Modify page setup settings.

Keyboarding:

- ▶ Demonstrate improved skills using *Read, Write and Type*.

Use of Software:

- ▶ Perform basic functions within *Kidspiration* and *Kid Pix Deluxe 3*.
- ▶ Create and open a word processing file, enter text, save to his/her own documents folder, print and quit the program.



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A student with an Individual Education Plan and/or 504 Plan will be provided the necessary accommodations as outlined in his or her specific plan.