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

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*Melody/Harmony:*

- ▶ Sing and follow music observing musical signs and symbols.
- ▶ Continue to move his/her voice up or down on by specific interval and interval patterns.
- ▶ Sight-read simple melodic segments.
- ▶ Experience harmony by singing in rounds.

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*Rhythm:*

- ▶ Identify whole, half, quarter and eighth notes and rests, as well as triplets and dotted notes.
- ▶ Perform and compose various rhythm patterns.
- ▶ Recognize differences between duple and triple meter.

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*Tempo:*

- ▶ Listen to and identify specific tempi: andante, moderato, allegro.

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*Style/Form:*

- ▶ Identify various forms experienced from the second grade, as well as rondo.
- ▶ Sing in solo/chorus and verse/refrain.
- ▶ Sing expressively, in a particular mood/style.

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*Dynamics:*

- ▶ Evaluate the appropriateness of dynamics.

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*Tone Color:*

- ▶ Identify common instruments and instrument families.
- ▶ Identify the moods of music.

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*Instrumental Performance:*

- ▶ Improvise a melody or harmony on a classroom instrument.
  - ▶ Read and perform melodies on pitched instruments, e.g., soprano recorder.
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**All learning is cumulative.  
What is taught the previous year is strengthened by what is taught this year.**

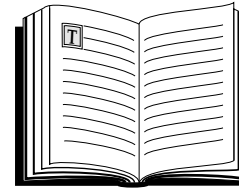
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*By the end of Third Grade, your child should be able to do the following in **LIBRARY MEDIA**:*

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*Apply the Skills of a Curious Researcher:*

- ▶ Locate information in the Library Media Center (LMC) using alphabetical order, Dewey Decimal System, and call numbers.
- ▶ Distinguish between fiction and nonfiction.
- ▶ Locate and use Kids' Information Portal (computer catalog) to find resources in the LMC and other school LMCs using a variety of search methods.
- ▶ Use developmentally appropriate computer resources.
- ▶ Identify topics of interest for research.
- ▶ Independently gather and interpret information from fiction, nonfiction, and reference sources.
- ▶ Use search engines, directions, and databases to access information on the Internet.
- ▶ Evaluate resources for appropriateness and reading level.
- ▶ Apply criteria for acceptable and safe online information.
- ▶ Skim to locate specific information within a larger text.
- ▶ Read and/or listen for specific information.
- ▶ Distinguish between fact, fiction, and opinion.
- ▶ Develop basic note taking skills.
- ▶ Summarize information from a larger text.
- ▶ Interpret and organize information in a variety of formats, including reports, graphic organizers, or presentations.
- ▶ Evaluate the research process and/or product.



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

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

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*Demonstrate the Skills of a Responsible Community Member:*

- ▶ Follow library procedures.
- ▶ Demonstrate respect for the facility, resources, and other people in the LMC.
- ▶ Create a bibliography to credit creators of information.
- ▶ Discuss the basic issues of copyright and plagiarism.

# Academic Expectations

*What You Can Expect During Your Child's Year in **Third 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.*

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

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**Drawing:**

- ▶ Use line to create simple contour and gesture drawing.

**Painting:**

- ▶ Paint and develop a composition from real life and from imagination, using one color, various values; full color.
- ▶ Use various brushstrokes for experimenting with various painting styles.

**Printmaking:**

- ▶ Demonstrate an understanding of the reversal of images when printing, e.g., glue prints; incising; ink relief plates.



**3-Dimensional Constructions:**

- ▶ Use clay to develop a sculpture.
- ▶ Develop architectural forms.
- ▶ Compare or contrast abstract vs. real life sculptures.

**Art History/Art Criticism/Aesthetics:**

- ▶ Discuss the influence of culture on art and its importance in history.

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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.*

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

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**Body, Spatial and Social Awareness:**

- ▶ Move the body in the air after jumping off of equipment.
- ▶ Use different body movements to creatively express the various qualities of effort, i.e. force, flow and speed.
- ▶ Change directions and pathways as they move through general space.

**Effort and Controlled Movements:**

- ▶ Move in a variety of ways that focus on accelerating and decelerating.

**Locomotor Movements:**

- ▶ Leap and jump for distance and height, leading with either foot.
- ▶ Travel and smoothly change directions or movements to music.

**Tumbling, Rolling, Balancing and Weight Transfer:**

- ▶ Move smoothly from one balanced position to another.
- ▶ Transfer weight from one body part to another (hands, knees, feet) in a variety of ways.
- ▶ Use safe methods of recovering from unstable feet-to-feet transfers of weight.



**Dribbling, Kicking and Punting:**

- ▶ Dribble a ball in self-space while changing directions and speed.
- ▶ Dribble while keeping the ball away from stationary opponents.
- ▶ Travel, dribble and pass a ball to a stationary partner using both the chest pass and bounce pass.
- ▶ Punt a ball for distance using a 2-3-step approach.

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**Throwing, Catching, Volleying and Striking:**

- ▶ Throw, as far as possible, using a smooth overhand motion.
- ▶ Move in different directions to catch a ball thrown by a partner.
- ▶ Strike a lightly tossed ball back to a partner.
- ▶ Forearm bump pass a lightly tossed lightweight ball back to a partner.
- ▶ Strike a softly pitched ball with a bat.

**Fitness:**

- ▶ Successfully complete a mile run.

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

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**Basic Operations:**

- ▶ Navigate the World Wide Web.
- ▶ Use tab to indent.
- ▶ Use Tools on the Tool Bar in a word processing program (e.g. Dictionary, Spell Check).
- ▶ Comply with copyright laws and Accepted Use Policy.\*

(\*Refer to District Elementary Code of Conduct, Appendices B and C.)

**Keyboarding/Use of Software:**

- ▶ Use Kidspiration / Kid Pix Deluxe / Microsoft Word\* / Appleworks / Ultimate Writing and Creativity Center to produce a word processing document. (\*Microsoft Word is the program of choice for the Middle School and High School)
- ▶ View and navigate slide show presentations using Kid Pix Deluxe or PowerPoint.



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