



SPECIALS CURRICULUM GUIDE

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INTRODUCTION

A handbook of the curriculum will always be a ‘work in progress,’ a phrase that describes many aspects of schools with dynamic vision. We invite your comments so that we can continue to provide a clear and useful guide.

The curriculum at The Friends School of Atlanta is guided by the Mission Statement, which embodies Friends values (testimonies), and by developmentally appropriate practice. We believe that in educating children we are guiding them toward an awareness and appreciation of their own uniqueness. For this reason, our curriculum is concerned with all aspects of human development: intellectual, moral, aesthetic, physical, social and emotional. The process by which children learn is as important to us as what they learn.

Academic achievement is the ultimate goal, as we help each child discover the full range of her or his abilities. Teaching new ideas and skills helps us attain that goal by providing a link between the child’s present interests and abilities and his or her innate capacities. We want our students to appreciate that knowledge and understanding open countless possibilities for their lives. In the words of William Damon, Professor at Brown University, and nationally renowned thinker on the moral development of children:

Children do best—intellectually, personally, morally—when they are striving for excellence. Any activity that encourages children to strive for excellence will enhance their motivation to learn, and any instruction that shows them how to achieve excellence will advance their competence. Children are inspired, not stressed, when faced with challenging tasks. They crave the chance to achieve something meaningful.

PHILOSOPHY OF EDUCATION

Using developmentally appropriate practice, teachers allow children time to grow, explore, and discover. Our program meets varied learning styles by integrating a traditional learning model, in which teachers present skills, information and ideas directly to students, with a progressive model, in which teachers engage students in activities and processes to strengthen the child’s abilities and skills. In a supportive and noncompetitive atmosphere, children develop as writers, speakers, readers and thinkers. Students conduct research, calculate, experiment, compute and solve problems. Our classrooms and outdoor gardens and habitat provide a stimulating environment so that experiential learning can take place.

Our curricula progress through a recurring spiral movement; that is, students are introduced to a broad range of topics, materials and skills, through which they cycle several times. In math, for instance, students work with geometrical and algebraic concepts at the same time as

they learn arithmetical facts. The curriculum allows them to spiral around through these concepts again and again while developing mastery. In science, students may use the same skills in different units and in successive years, but expectations of breadth, depth and performance are different. At specified places and times in the program, teachers know when to expect mastery of particular skills.

The advantages of this approach within developmentally appropriate practice are numerous. It allows for more individualized instruction, since students can follow the spiral and develop at their own pace. For some, the light bulb will glow the first time through the unit, for others the third, for others, the fifth. For the student who has the “aha” experience the first time around, the next time, more challenging objectives are presented and expectations for that student are greater. This approach allows for a more coherent learning experience, because the unit can develop in an inclusive and connected fashion, rather than through isolated learning blocks. And this model more closely resembles how a person actually learns, which is through immersion, assimilation and adaptation while scaffolding new concepts and information.

True to Quaker educational practice, a spiraling curriculum can be forgiving and noncompetitive. The nature of the world we live in requires that our students learn the value of cooperation and collaboration. We encourage them to learn from one another by working together on projects, by answering classmates’ questions, and by listening to opinions, ideas, and beliefs of others. The Friends School of Atlanta wants students to understand and appreciate that they are positive and powerful individuals living constructively within a community of learners.

In sum, as the school seeks to support the Quaker values of peace and equality, we are led to strive for diversity in its student body, faculty and staff. This belief calls for the community’s continued support for and understanding of the impact that such diversity has on communications, teacher practice and student learning and curriculum development. We resonate with the words of the late Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, and a prominent Quaker educator, in his last book, *The Basic School*:

The most essential ingredient of an effective school—the one idea that holds it all together—is best described by the simple word “connections.” An effective school connects people, to create community. An effective school connects curriculum to achieve coherence. An effective school connects classrooms and resources to enrich the climate. An effective school connects life to build character.

CO-CURRICULAR PROGRAM

The Friends School of Atlanta provides an excellent education within a non-competitive, developmental framework that addresses the whole person and is sensitive to diverse learning styles, interests and growing strengths of individuals. Students' academic experience is broadened through instruction in the visual and performing arts, creative dramatics, health, music, physical education, media arts, Latin and Spanish language instruction and other co-curricular activities that deepen students' experiences at school and in the world.

FSA places great value in the arts and enrichment activities that are offered each day and incorporated in to the academic program across the curriculum. In addition to the infusion of arts and other enrichment activities by classroom teachers, elementary aged students have regularly scheduled times throughout each week for explicit instruction by specialists in these areas. "Specials" are often woven into the elementary academic programs and support math, language arts, science and social studies instruction. Classroom teachers and specialists collaborate and introduce students to lessons and projects that integrate the arts in to the academic program. Students are schedule to work with specialists in "half groups", or groups ranging from 9–13 students. This smaller student to teacher ratio allows for the same individualized instruction as found in the homerooms. Specialists are able to know their students and their talents, interests and growing edges and develop caring partnerships with students over their years at FSA.

In middle school, in addition to the application of the arts across the academic program, students receive explicit instruction through daily exploratory classes. Students and parents select one to two exploratories per quarter, with each meeting two to three times a week. This reflects an understanding of our 5th through 8th graders development as more independent learners, capable of choosing an area of interest for more in-depth exploration. Exploratory classes range widely and include athletic interests, community service, technological explorations, and a wide spectrum of interest in the arts, sciences, and media arts.

Beyond the exploratory classes offered in middle school, students have regularly schedule, required classes in keyboarding, musical instrument instruction, physical education, and Spanish (as a co-curricular pursuit in 5th and 6th grade—see foreign language instruction at FSA for more information about courses and requirements in 7th and 8th grade).

Recognizing the growing complexity of our academic program in middle school, our 5th through 8th graders are supported by daily instruction in classes providing opportunities to

practice study skills, organizational skills and project planning skills (see Bridges, 6th Grade Design/Graphic and Computer Skills and Transition class descriptions).

The Friends School also seeks to enrich and enliven our community with educational programming that invites others from outside of our school to work with students and teachers as artists-in-residence and experts in their fields. FSA have been fortunate in establishing relationships with the High Museum and the Alliance Theater, to name just a few arts based organizations who regularly work with FSA students and faculty.

VISUAL ARTS CURRICULUM (PRE K–8)

The Visual Arts program focuses on the many ways students can convey their ideas and expression incorporating both 2 Dimensional and 3 Dimensional elements in their work. Throughout the program this knowledge is continually used by the student in various units of study allowing them to experiment and combine these newly acquired skills and techniques in a multitude of ways. The integration of art across the curriculum is also encouraged at FSA. The Visual Arts program successfully collaborates with all classroom teachers helping to create the visual component of the many topics studied in the student's core academic curriculum.

The smaller Art class size (9–14 students) promotes an ideal environment allowing art units to focus on content in a more in-depth detail manner. Initially projects are short in length introducing basic art materials and techniques for students to learn. They then develop in to longer areas of study and can last 4–6 weeks depending on the subject matter. We also offer a strong FSA After School Art club program for both Elementary and Middle school students to participate in. They relate to the main art curriculum and yet at the same time offer an opportunity for students to enhance their art experience in a less formal atmosphere. There are two clubs offered for Elementary School students (PreK–4 Grades ~ Age 4/5–9 years) per week that change topics each Quarter. Middle school students (Grades 5–8) can opt for independent art study attending a weekly “Art Studio ” class offered per Quarter.

We also provide a fun and engaging FSA Summer Arts Program that runs throughout the summer months when the academic year ends. In June – July we offer themed full day art workshops for children(Grades Pre K-8 or Ages 4-14 years)presenting an opportunity for further exposure to our Visual Arts program not only for FSA students but also students from other schools in the Metro Atlanta area.

We also believe at FSA that exposure to a wider range and appreciation of the Visual Arts is important. Class trips are organized to visit local Art Galleries and History Museums and encouraged for all age levels. In addition a student exhibition of Middle School Art is scheduled each year in various venues around the Atlanta area and beyond. The FSA

Auction offers another opportunity for students to display their artwork highlighting their unique talents.

All age's 4–14 year olds grades (PreK–8) will have an emphasis placed on the exposure to the universally recognized *Basic Elements of Art & Design*:

Line—direction of a line and its ever-changing identity e.g. curved, straight, long, short, continual or broken, vertical and horizontal

Color—hue, value or tone of a color and their interplay of light and dark, the experimentation of mixing and shading colors using color theory

Shape—natural and geometric shapes, positive and negative, interlocking and repetitive, abstract and figurative, identifying and connecting the foreground and background to perceive area

Space—large, medium and small objects, proportion and ranging size i.e. size scale of all shapes and objects. The comparative relation between objects creating an illusion of depth i.e. *depth of field* or perspective

Value or Tone—light and dark and their contrasting value patterns to create shadow, mood or expression

Texture—Rough, smooth and sharp edges, distinguishing actual or tactile quality by touch or appearance of the surface

*Note—Since all grades build upon these Basic Elements, skills, tools, materials and vocabulary learned in earlier grades, the curriculum content outline does not specifically repeat those in its description of successive grades but may touch on its themes.

In addition the following *Principles of Art & Design* will be introduced to ages 6–14 year olds (Grades 1–8) to enhance the students all around understanding of images and their ability to analyze and interpret their own compositions and those of others:

Unity—all elements inter-relating within an image connecting as a whole and yet recognized as having an important role individually

Balance— the balance of the weight of each element creating an equilibrium of both similar, opposing and contrasting characteristics e.g. symmetrical and asymmetrical

Rhythm & Movement—variety and repetition of the elements and principles within an image and their ability to stress movement by recurrent form

Proportion—the relative size and scale of objects and the means to determine their varying measurements in terms of their context or standard use

Contrast—different points of view highlighting the aspects of light, dark, soft, hard, warm, cool within a composition

Emphasis—a center point of focus within an image in which the eye is drawn to

*Note—Since ages 6–14 year olds (Grades 1–8) build upon these Principles, skills, tools, materials and vocabulary learned in earlier grades, the curriculum content outline does not systematically repeat those specifically in its description of successive grades but may touch on its themes.

The key areas of study for ALL grades within the Visual Arts curriculum are the following and stress the importance of any composition being an arrangement of these elements and principles which ultimately achieves a unified whole:

Drawing

Color

Painting

Printmaking

3D and Multimedia

Within these main areas each student will develop their skills by increasing their proficiency using tools, experimenting with various media and strengthen their vocabulary in art terms. In 2D exploration (Drawing, Color, Painting and Printmaking) students will use a variety of media such as pencil, charcoal, oil and chalk pastel, conte pencils, watercolors, tempera and acrylic paints, printing inks and various textured papers. In the areas of 3D and Multimedia clay, plaster, soft wire and other media will allow the student to have a variety of choices and combine these multi-disciplines in to their art projects.

When appropriate an introduction of Art History and a period's artwork will be shown to further expand and support a students overall exposure to other artists ideas and concepts and the relevance to their own experiences. This approach will also utilize the Visual Thinking Strategy method both inside and outside of the classroom.

VISUAL ARTS CURRICULUM CONTENT OUTLINE: ELEMENTARY 4–9 YEARS OLD (PRE K–4)

4/5 YEARS OLDS (PRE K/KINDERGARTEN)

The skills, tools and vocabulary emphasize the following:

Focus on general motor skills practicing eye hand co-ordination with a variety of mark making techniques, materials and tools i.e. pencils, crayons, paintbrushes.

Understanding and identifying the Primary Colors and using a variety of art materials—oil and chalk pastels, colored pencils, crayons. Expressive painting with Watercolor and Tempera paints.

Basic shape recognition e.g. square, rectangle, oblong, triangle, circle, and oval. Comparing symmetrical and asymmetrical shapes by creating patterns. Introducing basic Printmaking techniques for clay imprints, found object printing and inking and printing with a tool.

Comparative relationship of shapes and objects large and small, height and width, close and far, introducing for the first time the illusion of depth for continuing investigation.

Ability to create a variety of moods with high and low contrasts when using black and gray. Noticing the play of light on surfaces to create shadows when using a gray to black scale in drawing.

Introducing Collage as a technique to experiment with found objects, cutting paper, attaching fabric and a variety of other materials together. Using clay to creating simple forms focusing on texture creating decorative tiles using a variety of tools. Creating Paper mobiles.

6 YEARS OLD (1ST GRADE)

The skills, tools and vocabulary emphasize the following:

Learn and apply basic drawing skills such as organizing a composition within an image emphasizing the foreground and background qualities that allude to perspective (horizon) and proportion size in Landscape, Seascape or Cityscapes. Introduce the differences and similarities of both Contour and Blind Contour drawing techniques as a tool to experiment with line making and spatial drawing.

Identify various techniques to apply color to a surface recognizing the different tints or shades attained. Experimenting with Color mixing to create Secondary and Contrasting Colors from Primary colors i.e. creating a Color Wheel.

Painting in all mediums and in combination with collage methods of application.

Introduction of the Principles of Art & Design with regards to outline, illustration and expressive painting.

Focus on the techniques of printmaking, with its tools and vocabulary used to describe the process such as inks, brayers or rollers, relief, stamp or sponge printing, pattern and design.

Learning new techniques of applying small materials to surfaces via paper collage fabric appliqué.

Introduce the basic clay hand building technique of coiling and slab assembly creating forms from both life and imagination. Explain the all around 3D spatial requirements for any sculpture including hanging mobiles.

7 YEARS OLD (2ND GRADE)

The skills, tools and vocabulary emphasize the following:

Apply learned organized composition skills to create a drawn image that shows overlapping spatial features, proportion and positive and negative space i.e. Observational Drawing versus sketching. Using a monochromatic approach to a drawing style and the contrast of black versus white in an image.

Further experimentation with color theory by observing different tints and applying skin tones in both realistic and non-realistic terms. Combining natural and abstract forms together or using separately in images. Learning to paint expressively with personal interpretation and have the ability to work collectively on group projects such as dioramas, models or murals.

Use a variety of printing technique styles such as monoprints using textured plates to create prints. Learning how to register images for over –printing colors.

Creating artwork that encompasses all aspects of attaching materials together and problem solving the stability and balance aspects of any art piece.

Developing the clay coil and slab technique to begin to build forms of both a functional and non- functional nature, emphasizing the surface texture and color application. Creating soft wire sculptures alluding to figures in movement.

8 YEARS OLD (3RD GRADE)

The skills, tools and vocabulary emphasize the following:

Focus on the drawing techniques to create realistic, narrative drawings or Still Life drawings. Using the Observational drawing approach to emphasize detail features of a subject e.g. architectural building stonework carving. Making preliminary thumbnail sketches in preparation for finished artwork.

Building on color experimentation by integrating color in a chosen color palette and stressing the importance of a mood it creates within an image.

Combining all aspects of figurative and abstract ideas within a composition and use a variety of watercolor painting washes to create hues or values in a composition. Introducing the idea of a silhouette in an image and the balance it provides.

Learn advanced printing techniques to create a print series expanding on a range of textured background materials such as Japanese or colored print papers.

Using a variety of collage or material application to overlap and layer on any object or surface.

Using weaving techniques with yarn or fabric to create wall hangings. Incorporating all materials in a 3 D construction especially recycled objects by redefining their meaning in sculptural form.

9 YEARS OLD (4TH GRADE)

The skills, tools and vocabulary emphasize the following:

Utilize all Basic Drawing skills to begin to draw figures in proportion from life models or self-portraits. Introduce Gesture drawing and continue stressing the importance of Expressive or individually -styled drawing to expand on a students skill base

Encouraging the use of an advanced approach to color mixing by creating a well rounded color palette that easily combines Standard to Complementary colors

Expand on the use of Brushstroke painting to achieve texture and depth in an image. Painting from references as a guide to create either realistic, impressionistic or abstract representation in their art work

Create custom print ink colors and introduce the idea of series prints with multi-media. Introduce carving and soft rubbing techniques and the tools necessary to carve into rubber print board. Using a variety of papers and surfaces to print on to such as newspaper, textured card or cardboard. Emphasize within the pattern or design the repetition, overlapping shapes and negative and positive aspects of its composition

Combine all learned elements and techniques used to collage or apply materials together in any way

Experiment widely with all learned techniques and materials available i.e. natural, synthetic and recycled to develop a unique approach to creating a 3D form

MIDDLE SCHOOL (GRADES 5–8)

The FSA Middle School Visual Arts Program is presented as an elective “Art Exploratory” class where students from Grades 5–8 can select different areas of study each Quarter throughout the Academic School Year. The wide range of subject matter covered in these classes focus specifically on Art History and more advanced art techniques using various art media including photography, printmaking and ceramics. As aforementioned all previous Elements and Principles of Art & Design studied throughout the earlier grades will continue to be reiterated and applied within this creative process.

A strong emphasis is placed on mastery drawing skills and especially Figure Drawing in Middle School, which is offered at Basic Introduction, Intermediate and Advanced levels. In addition students do experiment with acrylic, oil and watercolor paints creating both figurative and abstract images on canvas and paper. This approach offers students a sound groundwork in preparation for continuing High School Art studies and beyond.

The following is just a sample of the selection of topics offered in the Middle School Arts program divided into appropriate combined grade levels i.e. Grades 5 & 6 and Grades 7 & 8.

Observational Drawing of Nature

Figure Drawing and Painting

Magic Realism and Surrealism

The World of Design

Ceramics—Clay Sculpture

Printmaking—African Art

LIBRARY AND TECHNOLOGY

INTRODUCTION

The goals for the library and technology program are to:

- Integrate media and technology with teaching and learning
- Encourage reading and good library habits
- Provide students with a basic knowledge of technology operations, concepts and tools

- Support classroom instruction in traditional and digital communication, collaboration, research, information fluency, citizenship and critical thinking.

These objectives are in accordance with Quaker values and standards identified as necessary skills for 21st century students.

PROCESS

The curriculum, delivered in a developmentally appropriate sequence, focuses on literature appreciation and library procedures and organization in the early years and gradually introduces, as students mature, tools and skills students need to use print and digital resources for independent learning and research and to complete classroom assignments. In general, elementary library classes, or specials, operate independently of the classroom. Elementary media lab instruction, on the other hand, is developed collaboratively by the media lab specialist and classroom teachers. Elementary students through second grade visit the library for 40 minutes weekly in small groups; older elementary students alternate between the library and media lab in 40-minute sessions. Library classes begin with a story time or learning activity and conclude with a period for browsing, sharing and checking out books. Elementary media lab activities introduce students to media lab procedures and productivity software and reinforce classroom skills and concepts with online games and drills and directed research.

Keyboarding is required of all middle school students. Students may also choose among various technology-based exploratories each quarter. Past examples of these exploratories include yearbook production (including digital photography, layout and design), Lego™ robotics, PhotoShop™, HTML, and internet tools.

All elementary and middle school teachers collaborate with the media lab specialist at various times to provide students with enrichment activities, to reinforce classroom skills and concepts, involve students in digital photography and video projects, or to integrate computer-based research, composition, design, and presentation skills in core subject areas.

SCOPE AND SEQUENCE

PRE-K, K, AND 1ST–2ND GRADES

- Listen to stories, songs, rhymes and poems in a variety of media
- Observe appropriate library manners and procedures
- Select appropriate books and care for them properly
- Identify cover, spine and title page of a book
- Define author and illustrator

- Identify book characters and settings
- Understand that picture books and chapter books are organized by authors' last names
- Distinguish between fiction, nonfiction and reference books
- Locate various library collections
- Alphabetize to second or third letter
- Use glossaries and dictionaries
- Define and use guide words
- Appreciate the Caldecott and Coretta Scott King book awards
- Participate in a variety of media lab enrichment activities

3RD AND 4TH GRADES

- Read and listen to fiction and nonfiction material in a variety of media
- Recognize cultural connections in mythology, folklore and fairy tales
- Identify various fictional genres
- Recognize the Newbery Award for youth fiction
- Identify publisher and copyright date of a book for basic citations
- Locate mythology (200s), poetry and plays (800s), fairy tales and folklore (300s) within nonfiction collection
- Locate science books (500s) and technology books (600s) in nonfiction collection
- Define and locate biographies (900s)
- Use call numbers to locate specific fiction and nonfiction books
- Use tables of content and indexes
- Use online library catalog
- Define and use keywords
- Use standard and digital encyclopedias and atlases
- Extract information from pre-defined print and electronic sources
- Develop and practice note-taking strategies
- Participate in a variety of media lab enrichment activities
- Practice login and logout methods
- Practice proper file saving, retrieval and management strategies

- Learn basic internet search and navigating strategies
- Use library and computer resources in a manner that is appropriate, responsible and respectful of the privacy and safety of other students

MIDDLE SCHOOL

- Understand the basic physical parts of computers and computer networks
- Solidify writing skills using proper keyboarding techniques
- Practice file-saving, retrieval and management strategies—save, save as, delete, etc.
- Understand fundamental software programs such as word processing, spreadsheets, presentation and graphic organizers, as directed by classroom teacher
- Utilize technology for curriculum-based assignments
- Plan and execute strategies to guide research and complete projects
- Locate, organize, analyze, evaluate and synthesize information from a variety of sources
- Complete a research project including defining the inquiry, doing the research and creating a final product for presentation
- Create interactive multimedia presentations to convey curriculum concepts
- Follow proper citation guidelines
- Use library and computer resources in a manner that is appropriate, responsible and respectful of the privacy and safety of other students

MUSIC EDUCATION

The FSA elementary music program endeavors to create an active learning environment based on the philosophies of Orff Schulwerk. An important movement in music education; Orff Schulwerk is inclusive, teaching to diverse learning experiences. Students participate in music using their voices, bodies and minds to explore, experience and understand musical concepts. The use of poetry, songs, games, movement, and dance are tools for exploration, and teaching basic music concepts.

Music complexity increases as students move through the elementary program.

Music that supports the Quaker principles of simplicity, peace, integrity, community, and equality are a large part of the curriculum. Participating in music that addresses these

principles is a significant part of our music program. Students learn to take proper care of instruments, prepare for various programs by setting up instruments, staging and clean up encourage stewardship. Diversity is explored through music of different cultures and life experiences. The music program also supports classroom studies and activities through subject related materials.

ELEMENTARY SCHOOL

Lower elementary students attend music forty minutes weekly for general music education.

Upper elementary students attend music twice a week, once for general music and once for soprano recorder.

All students begin playing various rhythm instruments such as hand drums, xylophones, maracas, and others.

Students in Pre-Kindergarten through 2nd grade participate in music in groups of no more than 13 for 40 minutes a week. Beginning in grade 3 and continuing through 6th grade students participate in two weekly classes of 40 minutes each. Continuing instruction of general music education the classes also include recorder education and advanced music theory.

Students participate in a variety of musical performances throughout the school year. Classes present programs for the community as well as special events such as All Nations Day, Community Potluck, and Grandparents and Special Friends Day.

MIDDLE SCHOOL

Performance exploratory is offered as an elective for middle school students. The course includes music, dance, stagecraft, and storytelling. At the conclusion of this exploratory students present a performance piece for the community.

Two full-length productions are presented during the academic year. The productions are divided into 5th and 6th grade groupings and 7th and 8th grade groupings

Students participate in a variety of school events such as International Day of Peace, All Nations Day, and community gatherings.

4 YEAR OLD THROUGH 7 YEAR OLD CURRICULUM (PRE KINDERGARTEN THROUGH 2ND GRADE):

Younger elementary music education provides total involvement in music experience through movement, song, spoken word, and simple instrumental instruction. Students are encouraged

to explore, discover, and create music experience in a cooperative learning classroom. Students are expected to develop music appreciation and skills in a supportive environment. Our hope is to grow a lifelong love of music.

The goals of our program are as follows:

Listening and responding through movement, singing, and playing instruments

Identifying instruments

Identifying pitch, beat, tempo

Group singing

Participating in musical dramatization

Music vocabulary

Exposure to music from a variety of cultures and genres

8 YEAR OLD THROUGH NINE YEAR OLD CURRICULUM (3RD THROUGH 4TH GRADE):

The older elementary program continues to build on skills of the early elementary program. As students develop they begin a more challenging program of reading music, beginning composition, and music theory.

The goals are as follows:

Increasing strength and knowledge of the above expectations

Playing a variety of toned and non toned instruments

Creates simple compositions

Beginning recorder class

Reading music notation in treble clef

Reading rhythmic notation

Increasing music vocabulary and theory

Recognizing, identifying, and responding to a variety of music genres

PHYSICAL EDUCATION

The physical education program is designed to encourage maximum participation during class time. Active participation and practice are the means for improving student's fitness, skills and enjoyment. Activities emphasize health related fitness but are also designed to reach other traditional physical education outcomes, including the attainment of movement, motor skills, active living, physical fitness, personal and social skills and cooperation.

There are two different types of class activities: (1) health related fitness, including the development of muscular strength and endurance, cardiovascular endurance, flexibility, loco motor and non-loco motor skills; (2) skill related fitness, including the development of manipulative and sport related activities.

The Friends School of Atlanta (FSA) physical education curriculum teaches common and accepted practices of physical education. What is unique to the FSA physical education curriculum is the introduction and implementation of the Quaker philosophy of non-competitiveness. The physical education program strives to challenge students and provide flexibility to meet the needs of individual students. Self-worth and self-confidence are the ultimate goals of the program. Recognizing Quaker values, the curriculum is design to promote students recognition of other students needs as well as their own.

Physical education classes in younger elementary occur twice a week for 30 minutes per class period. Class size ranges from approximately 9–13 students. Physical education classes attempt to cover ten units of study per school year, or one a month. Within those units there will be variations and different skills introduced.

The Friends School of Atlanta offers sports and fitness related after school clubs and activities to specified age groups (determined by the instructors) during the fall, winter and spring. A sample of the clubs offered is kickball, waffle ball, flag football, soccer, basketball and Frisbee. The school's web page will list current selections of all clubs and activities including those that are sports and fitness related.

Younger elementary physical education classes emphasize individual skills and fitness. Introduction and understanding of specific terminology related to physical education related topics is emphasized to younger and new students.

4-YEAR-OLD–5-YEAR-OLD CURRICULUM (PRE-KINDERGARTEN THROUGH KINDERGARTEN):

Running

Balancing

Stretching

Lateral Running

Fine Motor Skills (Bean Bags, Hoops, Balls)

Rolling, Bouncing, Tossing, Throwing

Catching

Inside vs. Outside

Running, Jogging, Walking, Fast Walking

Loco motor Skills (Walking, Skipping, Jogging, Galloping, Sliding, Jogging)

Hurdling

Basketball Dribbling and Terminology

Modified Team Soccer

Cooperative Games/Activities

Timed Distance Running

Agility Drills/Activities

Football Skills

Rugby Skills

Frisbee Skills

Tee-Ball

SIX-YEAR-OLD— SEVEN-YEAR-OLD CURRICULUM (1ST–2ND GRADE)

Running

Balancing

Stretching

Lateral Running

Fine Motor Skills (Bean Bags, Hoops, Balls)

Rolling, Bouncing, Tossing, Throwing

Catching

Inside vs Outside

Running, Jogging, Walking, Fast Walking

Loco motor Skills (Walking, Skipping, Jogging, Galloping, Sliding, Jogging)

Hurdling

Basketball Dribbling, Passing and Terminology

Modified Team Soccer

Cooperative Games/Activities

Timed Distance Running

Agility Drills/Activities

Football Skills

Rugby Skills

Frisbee Skills

Tee-Ball

EIGHT-YEAR-OLD– NINE-YEAR-OLD CURRICULUM (3RD–4TH GRADE):

The 8/9-year-old physical education class is a transition year when they begin to play team games. Individual skills are still worked on in this class but they are given game time to implement strategy and understanding of game situation.

Newcombe (Volleyball rules with catching and throwing)

Kickball

Fitness Unit (Presidents Challenge is introduced and discussed)

Timed Running (Interval running, Coopers 12 minute run introduced and discussed)

Dodgeball (Throwing, catching, lateral movement and strategy)

Basketball Skills (Dribbling, Shooting, Passing)

Soccer Games

Lateral Movement Running Drills

Modified Team Handball

Football Skills and Games

Rugby Skills

Frisbee Skills

Tee-Ball

TEN-YEAR-OLD– FOURTEEN-YEAR-OLD CURRICULUM (5TH–8TH GRADE)

In middle school physical education class's students are generally prepared to play team games. Individual skills are still worked on when necessary but team play is emphasized. Middle school physical education emphasizes team play and games. Individual skills are instructed throughout the year. Some units of study will emphasize individual skills more than others. Unique to a Quaker education is the redirection of competition on the field toward greater cooperation as a team and as a goal of play. While some games are scored and sides may win and lose, participation and good sport-like behavior are the ultimate goals. After school team sports include basketball and ultimate Frisbee.

Volleyball/Newcombe

Kickball

Fitness Unit (Presidents Challenge is introduced and discussed)

Timed Running (Interval running, Coopers 12 minute run introduced and discussed)

Dodge ball (Throwing, catching, lateral movement and strategy)

Basketball Skills (Dribbling, Shooting, Passing)

Soccer Games

Lateral Movement Running Skills

Ultimate Football

Ultimate Rugby

Ultimate Frisbee

Wiffleball

Modified Team Handball

SECOND LANGUAGE STUDY: SPANISH

Instruction in a second language begins when students enter The Friends School of Atlanta at age 4. We teach Spanish in the elementary program and through grade 6. Seventh and eighth grade students may choose Spanish or Latin.

At the Pre-Kindergarten through 6th grade level, second language study is a co-curricular program. Co-curricular is defined to mean that there is an emphasis on gaining knowledge of another culture and the oral acquisition of vocabulary to allow students to communicate verbally about everyday matters. At the 6th grade level, the co-curricular program will continue to challenge students by adding some writing skills, for instance, simple vocabulary and basic grammar for sentence formation.

Students at the Friends School of Atlanta learn Spanish by focusing on vocabulary, grammatical structures and the culture, history and geography of the countries where the language is spoken. We have a library with over a hundred fiction and nonfiction books, workbooks, textbooks and dictionaries in Spanish.

Students in the lower elementary levels have one class. In third, fourth, fifth and sixth grades, students have two classes a week. Classes vary in size from ten to fifteen students. We have a library with over a hundred books in Spanish, many of them translations of well known stories in English and many published by the Mexican government for their own school system graciously donated by the local Mexican Council.

ELEMENTARY SPANISH

In the early elementary grades students learn a basic vocabulary that is expanded on in the later elementary grades. This vocabulary includes things like greetings, numbers and colors. In the later elementary grades the students acquire the grammatical foundation necessary for learning any language. Students are introduced to basic grammar skills that will be further developed in middle school Spanish. Grammar is practiced in the context of cultural study and vocabulary for everyday use in the classroom, home and community. First to fourth

graders will explore the customs and land of one or more Spanish-speaking country over the year.

MIDDLE SCHOOL SPANISH

We have a Spanish reference page on the FSA website. Students learn the mechanics of language and how to organize a sentence in a way that roots and endings, nouns, verbs, adjectives articles and pronouns match and create meaning.

Students learn the origins of words in Spanish and English in order to identify relationships between the words in both languages.

By comparing and learning the differences between both languages students understand that there are other valid ways to achieve meaning.

Together with the learning of the language, students learn about the cultures and lifestyles of people that live in the areas where Spanish is spoken. Students learn the formalities of respect that are inherent in the Spanish language.

Traditional stories are used as a learning tool. Working with stories serves a dual function. Students learn about Spanish culture as they practice the language. Students then use these stories as a base for creating their own stories in Spanish. This added element reinforces student fluency with the written language as it connects students on a personal level to the material.

At the Friends School of Atlanta students achieve an introductory fluency in Spanish as well as a high level of respect for people that are inherently different due to their cultural and sociopolitical backgrounds.

Study Habits:

- Students will keep a vocabulary notebook for personal study and quizzing
- Students will learn to update their vocabulary list
- Students will be able to use a language card matching regular verb roots with the proper endings
- Students will learn the importance of nightly study and review

Students will learn the following skills:

- how to pronounce vowels and consonants in Spanish.
- when vowels remain silent in Spanish
- how to formulate a question and how to answer
- how to lay out a sentence, placing nouns, articles, verbs, adjectives and adverbs in the correct order
- how to use roots and endings in regular verbs
- to identify meaning from common endings in nouns
- to read short stories in Spanish
- simple commands in Spanish
- how to make simple requests in Spanish
- to write in Spanish using their vocabulary and the language card
- the location of countries in South America
- the history of South America
- listen to, and begin to translate, poetry and short stories from Spanish speaking authors
- become acquainted with political situations in the Spanish-speaking world
- to find information in digital publications that supports their work in Spanish