

2022-2023

Lower School

GRADE 1

CURRICULUM



Bayview Glen
INDEPENDENT : SCHOOL

Even at the youngest ages, children already think independently.

They ask amazing questions. They explore and experiment. They naturally seek to help others. Bayview Glen's vigorous, inquiry-based programme cultivates children's inquisitive, empathetic, independent minds while consciously shaping them as profoundly engaged international citizens.

independent : school

Bayview Glen offers a truly transformative educational experience.

As a co-educational independent school, we intentionally create a welcoming, vibrantly diverse community, guided by inspiring teachers and fueled by a forward-thinking curriculum. No wonder our graduates go on to change the world.

bayviewglen.ca



The overall philosophy of our programme is to learn and grow together in an enriching environment. The purpose of our programme is to foster competence in all aspects of life. The curriculum provides opportunities for total development of each child's physical, emotional, social, creative and cognitive self.

A child learns one step at a time and the curriculum plan reflects this philosophy as it is age-appropriate and geared to the needs of the individual child. There is an atmosphere of acceptance and approval, so that each child feels confident to present him/herself. This enables the child to express their true feelings and to enhance self-awareness. A day at Bayview Glen is filled with new experiences, and opportunities are provided for both challenge and success.

Expectations

To meet our goals and fulfill our responsibilities, Bayview Glen will:

- » actively realize its mission
- » provide a safe and caring learning environment
- » maintain close communication about the school in general
- » promote involvement
- » provide consistent values and logical consequences
- » maintain an open door policy for you to share your concerns.

Parental support and participation are critical to communication and we count on each parent to:

- » support our mission
- » provide a positive study environment
- » communicate with us about their child
- » attend school meetings and events
- » be involved
- » support our values and policies
- » obtain information and facts from the appropriate source.

Academic Programme

The Lower School offers a diversified curricular programme that challenges students where they need to be met.

Through the expectation of academic excellence, in a nurturing environment, students are empowered to challenge themselves, to take initiative and to discover their own tremendously creative selves.

Through core and enrichment curriculum, physical activities, musical and artistic opportunities and a wide range of co-curricular clubs, children develop confidence, motivation and skill to pursue their interests and develop to their full potential.

The main goals of our academic programme are to:

- » instill a love of learning
- » make learning meaningful
- » offer opportunities to make global connections
- » develop critical thinking through problem solving
- » enable students to be co-operative, confident and collaborative
- » enable students to make choices and to instill independence
- » develop habits and attitudes that promote and maintain physical health and well-being
- » instill respect for the environment
- » learn to respect, accept and appreciate cultural, racial, religious and physical differences
- » develop community awareness through a variety of day trips and guest speakers
- » give students the skills necessary to succeed so that learning is a rewarding experience
- » demonstrate confidence in the student's ability and multiple intelligences
- » foster flexible and motivated learners in a secure and supportive learning environment
- » foster responsible and co-operative decision-makers

Academic and Behavioural Expectations

As a member of the Bayview Glen community, every student is expected to:

- » arrive at school and class on time
- » come to class prepared
- » complete all assignments and submit them on time
- » wear the uniform properly during school hours
- » remain in class for the entire period, unless involved in a school sponsored activity
- » provide a note from parents explaining any and all absence or lateness
- » demonstrate respect for themselves and others
- » be responsible for their own actions
- » be involved with school activities.

Assessment and Evaluation

Assessment is frequent and ongoing. Teachers look for evidence of learning and use this evidence to align instruction and activities to the needs of the children. Evidence of student learning is recorded so that the progress of each child can be tracked and shared with parents.

There are three formal report cards. The first term report card is issued in December, the mid-term report card is issued in March and the third term report card is issued in June. Mid-term report is anecdotal – no levels.

The report card reflects a student's achievement level in the curriculum expectations in all subjects. The Achievement levels are Level 4 – Highly Effective, Level 3 – Effective, Level 2 – Progressing, Level 1 – Inconsistent Progress, and NE – Not Evaluated.

The development of learning skills and work habits is also an integral part of the student's learning. Students are provided with learning opportunities in order to encourage development.

The six learning skills are Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Teachers evaluate the learning skills and work habits using the following scale: E (Excellent), VG (Very Good), G (Good), S (Satisfactory), N (Needs Improvement). Specific targets are set throughout the year to support improvement.

Problem-Based Learning

At Bayview Glen, we believe that inquiry and problem-solving are among the most important 21st century skills we can teach our students. Problem-Based Learning (PBL) is a teaching and learning methodology whereby students learn new skills and knowledge and make connections to prior learning through the process of solving developmentally appropriate, authentic ill-structured problems. In contrast to more traditional approaches that involve a teacher-prescribed sequence of instruction, consolidation, and assessment, PBL uses the problem as a starting point for learning. Students become both stakeholders in the problem and agents in their own learning while the teacher acts as coach and guide, shaping the process by supporting inquiry, curating resources, challenging student thinking, and providing just-in-time delivery of essential knowledge and skills. PBL relies upon and extends inquiry and develops higher-order thinking skills by requiring students to think critically and creatively about both possible solutions to their problem and the processes for developing them. Each year in the Lower School, SK to Grade 5 students will participate in PBL learning.

Curriculum Compacting

Curriculum Compacting is a practice designed to address the needs of the individual student. It ensures that students who have mastered certain concepts in specific subject areas or units of study are receiving instruction and assignments more appropriate to their level of cognition. Students' mastery of concepts is determined by diagnostic assessments. Parents will be advised when a student demonstrates a need for Curriculum Compacting and the adaptation necessary to the regular programme.

Extra Help

In an effort to further support student learning and to address individual needs, each teacher will be offering Extra Help sessions throughout the year. These sessions will be skill specific and should a student's teacher determine they would benefit from attending a particular session, parents will be notified.

Homework Policy

Homework at this level is the joint responsibility of students, parents and the teacher. It is our duty to support the child and to be a positive influence. Homework may include:

- » daily math facts practice
- » occasional subject-specific homework
- » weekly reading, spelling, writing and Borrow a Book activities

Home Study Suggestions

Occasionally your child will have class work to complete at home. At this stage there are many activities you can do with your child to help improve their skills.

The following is a list of suggestions:

- » play games that drill math facts (addition, subtraction and multiplication)
- » practise telling time to the hour and minute
- » play games that practise counting money and making change with coins
- » listen to your child read books and ask a few comprehension questions
- » read to your child. It is a wonderful way to enrich your child's vocabulary, expand their ideas and introduce him or her to different types of literature
- » have them retell the story
- » read – signs, store names
- » practise reading and writing high frequency word lists
- » children love maps and globes – find countries, trace family trips
- » write letters to grandparents/relatives
- » dictionary – cut pictures from catalogues and keeps a picture dictionary
- » crafts – make birthday cards, invitations, thank you notes, Valentine cards
- » family fitness – biking, walking, swimming, skipping, skating, and skiing
- » music – make your child aware of different types of music (i.e. take him or her to a concert)
- » French – get simple French books from the library
- » visit the library for story time and movies
- » set the table, count out cutlery
- » responsibility – tidy bedroom, put dishes on counter, clothes in laundry
- » does your child know their address, telephone number, days, months, seasons, how many days in each month
- » diary – children love to keep a diary and there are many now available for small children
- » games – Spill and Spell, Scrabble, computer games, tangrams

Not only will your child benefit from this approach but you will also gain a greater understanding of your child's needs and interests.



2022-2023 Course Descriptions

COURSE INFORMATION

On the following pages, please find course descriptions for each of the courses offered. More detailed information for each of the courses can be found in the course outlines, which are available from the Head of Lower School and Preschool upon request.

Course descriptions in alphabetical order.

French

French is not only a global language but one of Canadian's official languages and an integral part of the Canadian identity.

The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the work force.

In addition to strengthening students' ability to communicate, learning French develops their awareness of how language and culture interconnects, helps them appreciate and respect the diversity of Canadian and global societies, and challenges the mind to think critically and foster open-mindedness.

In Grade 1, students develop communication skills through kinesthetic activities and an integrated, drama-based approach. In order to learn French, students need to see themselves as social actors communicating for real purpose. Therefore, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the center of all learning activities. At Bayview Glen, this is achieved by using The Accelerated Integrative Approach (AIM), "Histoires en Action! Pour les tout petits". The Grade 1 programme builds upon the foundation that is established in previous grades with the continued support of the Gestures Approach. Plays that provide contextualized vocabulary and "comprehensible input" continue to be used in order to provide the scaffolding students need to be able to begin "producing" – that is, speaking and writing – French in an authentic way.

Programme Goals

At Bayview Glen, students will strive to:

- » use French to communicate and interact effectively in a variety of social settings.
- » learn about Canada, its two official languages, and other cultures.
- » appreciate and celebrate the diversity of the global community
- » become responsible for their own learning, as they work independently and in groups
- » use effective language learning strategies
- » become lifelong learners for personal growth and for active participation as world citizens.

The expectations for the FSL are organized into four interconnected strands. Listening and speaking skills are the springboard to reading and writing. While the curriculum strikes a balance between these four distinct but interconnected skills, oral communication – listening and speaking – is paramount for second language acquisition.

Listening

In Grade 1 the students will:

- » practise a range of listening comprehension strategies and use them appropriately before, during, and after listening to understand oral French.
- » demonstrate an understanding of oral French through dance, song, and acting.
- » participate in whole-class and small group, structured listening related games and activities.

Speaking

In Grade 1 the students will:

- » speak in small and large groups, repeating familiar words and expressions about themselves, family, friends, and their immediate environment.
- » use appropriate intonation and accurate pronunciation.
- » communicate a beginning awareness of French-speaking communities in Ontario and the world, and make connections to personal experiences of community.

Reading

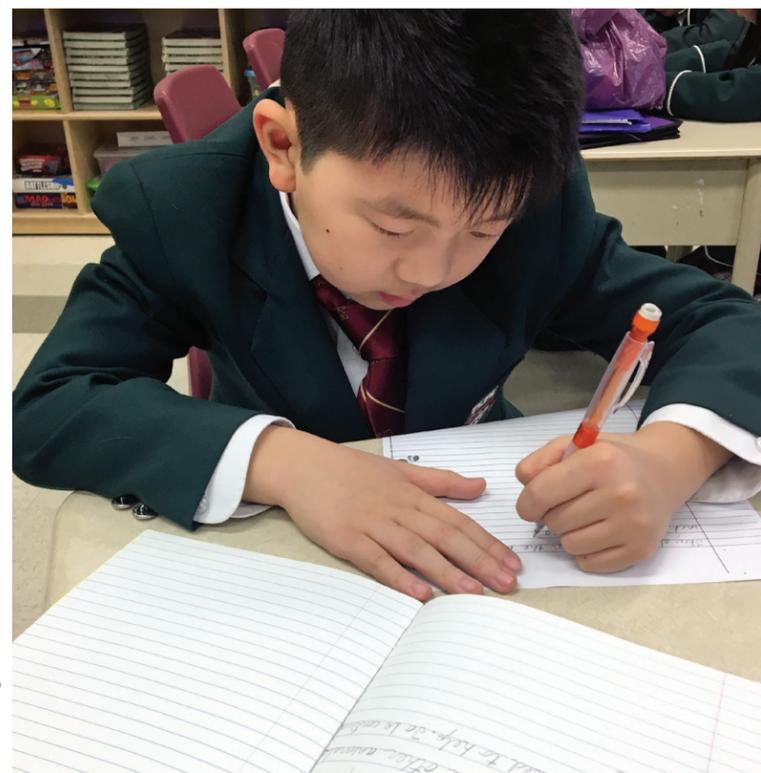
In Grade 1 the students will:

- » explore and practise reading comprehension strategies, modelled by the teacher before, during, and after reading to understand French text.
- » acquire new vocabulary with the aid of gestures, visual cues, repetition and games.
- » explore age appropriate French text that describes various French Canadian and global festivities and traditions.

Writing

In Grade 1 the students will:

- » generate, develop, and organize content for writing within a teacher modelled and structured activities.
- » begin to apply their knowledge of the basic structural elements of writing.



Language

Bayview Glen's Language programme is based on the concept that language development is fundamental to students' intellectual, social and emotional growth, and is a key element of the curriculum.

Language is the basis for thinking, communicating and learning. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision, orally, in writing and through a variety of media, will help students to thrive in the world beyond school.

The overall goal of the Language programme is to develop skills that will enable students to become proficient in the use of language. The language programme aims to help students become successful language learners, who share the following characteristics.

Opportunities for oral language and playful learning are woven throughout the curriculum. One such opportunity is offered through Inquiry Units. This is a critical thinking approach which is stimulated when we have a key question to focus our thoughts.

This inquiry question can lead us to seek new questions, seek possible answers and problem-solve for a solution. It draws us deeper into an issue and helps us to make connections.

Below is an example of some essential questions:

- » How can I express myself?
- » Why do we need rules and responsibilities?
- » How do daily and seasonal changes affect living things?
- » How can my actions make a difference?

Successful language learners:

- » understand that language learning is a necessary, life-enhancing, reflective process
- » communicate - that is, read, listen, view, speak, write, and represent - effectively and with confidence
- » make meaningful connections between themselves, what they encounter in texts, and the world around them
- » think critically
- » understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated
- » appreciate the cultural impact and aesthetic power of texts
- » use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens

The expectations for Senior Kindergarten to Grade 3 focus on the foundational knowledge and skills that students need in order to establish a strong basis for language development. These include students' oral language, prior knowledge and experience, understanding of concepts about print, phonemic awareness, understanding letter-sound relationships, vocabulary knowledge, semantic and syntactic awareness, higher-order thinking skills, and capacity for metacognition.

Oral Communication

- » listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- » use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- » reflect on and identify their strengths as listeners and speakers, areas for improvement and the strategies they found most helpful in oral communication situations

Reading

- » read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning
- » recognize a variety of text forms, text features and stylistic elements and demonstrate understanding of how they help communicate meaning
- » use knowledge of words as well as systematic and explicit instruction to read fluently
- » reflect on and identify their strengths as readers, areas for improvement and the strategies they found most helpful before, during and after reading

Writing

- » generate, gather and organize ideas and information to write for an intended purpose and audience
- » draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience
- » use editing, proofreading and publishing skills and strategies and knowledge of language conventions, to correct errors, refine expression and present their work effectively
- » reflect on and identify their strengths as writers, areas for improvement and the strategies they found most helpful at different stages in the writing process

Media Literacy

- » demonstrate an understanding of a variety of media texts
- » identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- » create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques
- » reflect on and identify their strengths as media interpreters and creators, areas for improvement and the strategies they found most helpful in understanding and creating media texts

Mathematics

Mathematics is a cohesive programme built upon logical development, hands-on experience and observation, along with arithmetic practice and formal lessons.

Students will connect, reflect and practice mathematical concepts in all strands of mathematics including number, algebra, data, spatial sense and financial literacy. Social-emotional learning skills, as well as mathematical processes and modelling are embedded throughout each unit of study.

Students are engaged in an activity-based advanced curriculum. Activities are carefully sequenced to promote the development of concepts in each of the main strands of primary mathematics.

Students are also engaged in the sequential practice of math facts which enables mastery at an individualized pace. Students learn math facts to automaticity in order to move into higher order thinking in math.

The advanced mathematics programme provides students with a combination of open-ended, problem-solving opportunities, meaningful dialogue and purposeful practice that reinforces and extends new learning. This balanced instruction recognizes four key components that build mathematical literacy. They are problem solving, understanding concepts, application of procedures and communication.

Topics

Counting to 200

- » count to 200
- » estimate objects to 200
- » place value and number applications
- » compare and order numbers
- » count by 20's, 25's and 50's to 200

Addition and Subtraction to 100

- » methods of addition and subtraction including problems with and without regrouping
- » mental addition and subtraction facts to 20
- » use of rounding to estimate

Multiplication and Division

- » introduce multiplication as repeated addition
- » introduce division as sharing
- » even and odd numbers
- » represent and explain halves, thirds and quarters as part of a whole and part of a set

Linear Measurement and Area

- » measure length using non-standard units, as well as centimetres and metres
- » compare units of length
- » estimate, measure, record and compare the areas of 2-D shapes

Fractions

- » fair-share problems
- » use tools to represent and compare fractions

Money and Time

- » measure time using various units
- » understand and compare money values using both coins and bills

Shapes and Patterns

- » sort and classify 2-D shapes
- » explore patterns and pattern rules
- » symmetry and movement of shapes

Graphs and Line Plots

- » identify the basic parts of the graph
- » create and interpret graphs including pictographs, bar graphs and line plots
- » use various methods to collect and sort data
- » analyze the mode(s) of a set of data

Probability

- » use terms such as possible, impossible and certain to describe events
- » make and test predictions



Science

Science is a varied programme built upon the scientific model of learning; that is, exploring, inquiring, predicting, planning and collecting, deciding, communicating, evaluating and applying data.

Students are given opportunities to explore areas of STEM Skills and Connections, Life Systems, Structures and Mechanisms, Matter and Energy and Earth and Space Systems, as well as Scientific and Engineering Design Processes. Students will also investigate Health and Safety in Science and Technology, Coding, Skilled Trades, Climate Change and Food Literacy. Through the use of controlled variables, the construction of models and data interpretation, students are provided opportunities to observe, question and manipulate elements of their environment. They learn to make observations, ask thought-provoking questions, reflect and discuss about their activities with others.

Units

DAILY AND SEASONAL CHANGES (EARTH AND SPACE SYSTEMS)

Essential Question – How Do Daily And Seasonal Changes Affect Living Things?

- » assess the impact of daily and seasonal changes on living things, including humans
- » investigate daily and seasonal changes
- » demonstrate an understanding of what daily and seasonal changes are and of how these changes affect living things

NEEDS AND CHARACTERISTICS OF LIVING THINGS (LIFE SYSTEMS)

Essential Question – What Are The Needs And Characteristics Of Living Things?

- » assess the role of humans in maintaining a healthy environment
- » investigate needs and characteristics of plants and animals, including humans
- » demonstrate an understanding of the basic needs and characteristics of plants and animals, including humans

MATERIALS, OBJECTS AND EVERYDAY STRUCTURES (STRUCTURES AND MECHANISMS)

Essential Question – What Is A Structure?

- » assess the impact on people and the environment of objects and structures and the materials used in them
- » investigate structures that are built for a specific purpose to see how their design and materials suit the purpose
- » demonstrate an understanding that objects and structures have observable characteristics and are made from materials with specific properties that determine how they are used

ENERGY IN OUR LIVES (MATTER AND ENERGY)

Essential Question – How Can My Actions Make A Difference?

- » assess uses of energy at home, at school, and in the community, and suggest ways to use less energy
- » investigate how different types of energy are used in daily life
- » demonstrate an understanding that energy is something that is needed to make things happen, and that the sun is the principal source of energy

Social Studies

The goal of the Social Studies programme is to enable students to understand who they are, where they come from, where they belong, and how they can contribute to the society in which they live.

- » Who they are: through exploration of various local, national, and global communities in which they participate
- » Where they came from: by studying past societies, analyzing connections between the past and present and exploring the contribution of past societies to Canadian heritage
- » Where they belong: by investigating various spaces - physical, social, cultural- in which they live
- » How they contribute to society: by understanding what it means to be a responsible citizen who makes positive contributions to their communities

The programme is designed to give students multiple opportunities to learn about and apply the four elements of citizenship:

Active Participation (work for the common good), Identity (self-image and culture), Attributes (traits and values), and Structures (power and systems within societies).

The Social Studies programme is inquiry based and focussed on developing the ability to formulate questions; to gather, organize, interpret, and analyze information, data and evidence from a variety of primary and secondary sources, using various tools and technologies; to extract information from and construct maps and graphs for a variety of purposes; and to formulate and communicate ideas, conclusions, and judgements.

The expectations for Social Studies are divided into two strands

Heritage and Identity

- » explore topics to develop an understanding of connections between the past and present; of interactions within and between diverse communities, and the rights and responsibilities associated with citizenship
- » develop an understanding of personal, cultural, and national identities, both past and present, and of contributions to Canadian heritage

Grade 1: Our Changing Roles and Responsibilities

People and Environments

- » explore geographic, social, political, economic, and environmental issues in the context of local, regional, national, and global communities
- » develop an understanding of the social and environmental responsibilities of citizens and of various levels of government

Grade 1: The Local Community

Social-Emotional Learning

Our Social-Emotional Learning programme, *Second Step*®, fully supports our mission “Whole Child: Whole Life: Whole World.” Bayview Glen recognizes the significance in fostering the overall health and well-being of our students. Within the Social-Emotional Learning programme our students engage in daily hands-on, collaborative and self-reflective activities where they address concepts to nurture both their mental and intellectual well-being. Through the *Second Step*® themes our students build life-skills that are relevant for today and their futures. Students develop a greater ability to identify and understand feelings and emotions, build healthy and respectful peer relationships, persevere in times of challenge, acquire problem-solving strategies and truly develop a stronger perception of themselves.

Overall themes from the *Second Step*® Programme Kindergarten – Grade 5 include:

- » Our school as a welcoming place where every student feels like he or she belongs
- » Skills for Learning
 - » listening
 - » focussing attention
 - » using self-talk to stay on-task
 - » being assertive when asking for help with a learning task
- » Empathy
 - » identify their own and others’ feelings
 - » notice and respect same and different feelings
 - » show compassion
- » Emotion Management
 - » prompting students to notice their own feelings by paying attention to clues in their bodies
 - » calming down strong emotions such as anger, disappointment, frustration and anxiety
- » Problem-Solving
 - » develop approaches to identify the problem, possible solutions, consequences and finalizing a solution
- » Friendship Skills
 - » invite others to play
 - » play in fair ways
 - » take responsibility for mistakes by making amends
 - » playground play and interactions

C-STEM

The integrated learning of Computing, Science, Technology, Engineering and Mathematics (C-STEM) at Bayview Glen is designed to equip students to be proficient users of technology and responsible digital citizens to flourish in a technological age. As students’ progress through the C-STEM programme they will learn to develop skills and abilities with keyboarding, software, hardware, and programming.

Progression through C-STEM Programme Goals

Grades 1 to 3

Students learn proper keyboarding skills and how to access applications and navigate the school’s computer network. With increasing levels of independence, students learn how computers can help them to complete tasks, be organized, solve problems, and take risks as they begin to learn how to code and program computers. By the end of Grade 3 students will be familiar with word processing and presentation software, have had multiple experiences with coding and robotics, and will have explored the topic of cyberbullying and other issues of digital citizenship.

The C-STEM programme provides excellent opportunities and direction for developing the social and emotional aspects of our students, such as:

- » building confidence
- » exploring creativity
- » task completion
- » discovery
- » helping others
- » taking responsibility
- » building metacognitive skills
- » risk taking
- » accuracy
- » experiencing learning as fun and exciting.

Health and Physical Education

The Health and Physical Education programme promotes body awareness, self-confidence and helps students recognize and enjoy the value of physical fitness and good health. Through a balance of activities, students build strength, endurance, flexibility, balance and co-ordination, as well as develop creative expression, freedom of movement, problem solving skills and the ability to work as a team to reach a common goal.

In Grades 1 to 8, students are offered a variety of physical activities such as soccer, lacrosse, badminton, basketball, volleyball, softball, cross country, floor hockey, ultimate frisbee, track and field, gymnastics, various games and outdoor games. A health component is taught each term focussing on age-appropriate health issues. The aim of this course is the development of skills of various physical activities, increased awareness of a variety of health issues and the promotion of long-term healthy lifestyle concepts.

Programme Goals

- » develop creativity, confidence and physical fitness through physical activities
- » develop gross and fine motor skills through a wide variety of physical activities
- » develop hand-eye co-ordination through a wide variety of physical activities
- » develop an appropriate degree of balance, strength, flexibility, agility, endurance, power, speed and effort during physical actions
- » work independently and co-operate well with others
- » use equipment and compete safely
- » demonstrate positive sportsmanship at all times
- » promote the spirit of fair play and team play during competitive situations
- » promote other social skills such as: following directions, decision-making, communication with others and leadership
- » understand positional and strategic play during team games

Skill Development

Soccer skills

(including dribbling, passing, game play, shooting)

Basketball skills

(including dribbling, shooting, game play)

Softball skills

(including throwing, catching, hitting, fielding)

Games and Sports

Co-operative Games (parachute, stones, tag, King’s Court), Net Sports (badminton, volleyball), Floor Hockey, Mini Lacrosse, Broomball, European Handball, Skipping, Track and Field, Gymnastics, Dance, Skating, Frisbee, Football, Rugby, and Fitness.

Health Topics

Healthy Eating

- » food for healthy bodies
- » food groups, Canada's food guide
- » hunger and thirst cues

Personal Safety and Injury Prevention

- » personal and home safety
- » understanding caring and exploitive behaviours and feelings
- » safety at school
- » potential risks (home, community, outdoors)

Substance Use, Addiction and Related Behaviours

- » unhealthy habits
- » healthy alternatives

Human Development

- » senses and their functions
- » identifying body parts
- » personal hygiene

Library

The Lower School has two libraries, the Mary Richardson Resource Centre and the Jean Hart Resource Centre. Our libraries function as an integral part of the students' academic day, integrating with the classroom curriculum while instilling a lasting appreciation for literature. Information Research skills are taught in order to prepare students for a fast-paced, technological world and to afford students the ability to retrieve and evaluate an ever-increasing volume of information.

The Mary Richardson Resource Centre serves the children from Junior Kindergarten to Grade 2. The children visit the library once in an eight-day cycle in order to exchange books. They are exposed, as well, to age appropriate literature in order to develop a love of books and an appreciation of different types of literature.

During library time in JK to Grade 2, students learn:

- » library layout and routines
- » how to distinguish between real and imaginary stories
- » how to make predictions
- » how to brainstorm ideas on a specific topic and making simple plans to gather and share information
- » art appreciation
- » the significant parts of a book
- » how to make simple notes or draw pictures to illustrate a story discussing the difference between a 'rough' copy and a 'finished' copy.

Music

Music at Bayview Glen emphasizes learning through the joy of making music. Young children are natural musicians, and music class enables children to express themselves through singing, musical theatre, playing instruments, playing musical games, dancing and dramatizing. In preparation for Music literacy, musical concepts are blended in gradually to the programme. Theory and reading, music history and listening skills are developed progressively.

In the Lower School, thematic songs, actions, dance and performances foster a love of music. Puppets, props, and basic percussion instruments are used to encourage music participation, movement and enjoyment. Students participate in a structured Music programme every other day for 30 minutes.

One of the highlights of the school year is our annual Spring Festival. Each class presents a 30 minute musical production with costumes, spoken lines, songs and solos.



Visual Arts

The Visual Art programme exposes students to many manipulative materials and encourages exploration with them in a wide variety of open-ended ways. Students begin to explore art in the world around them, to understand that people all over the world create and enjoy art, and to develop the ability to communicate about their immediate environment and interests through visual images. They engage in a variety of drawing, painting, print-making, and sculpting activities and are introduced to and learn to use a variety of art tools, materials and techniques. They learn about some of the elements and principles of design and begin to describe how the elements are used by artists. They generate and develop visual ideas, using imagination, observation, and experiment with materials. They apply their knowledge of design elements and principles to create works of art that tell stories and express thoughts and feelings.

Overall Expectations

Creating and Presenting

- » apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings

Reflecting, Responding and Analyzing

- » apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

Exploring Forms and Cultural Contexts

- » demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts

Fundamental Concepts

Students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

Elements of Design

Students will develop understanding of all elements of design.

Line

- » horizontal, vertical, diagonal lines; lines that show motion (e.g., pointy, curvy); lines inside shapes

Shape and Form

- » symmetrical shapes and forms (e.g., shapes and forms in buildings)

Space

- » overlapping of objects to show depth

Colour

- » secondary colours (various colours made by mixing equal amounts of primary colours, such as violet, orange, green); mixing of colours with a limited palette

Texture

- » textures of familiar objects (e.g., rough tree bark, smooth plastic plate, ridged corduroy fabric); illusion of texture (e.g., a rough texture created by patterns of lines); impasto (thick, textured paint)

Value

- » mixing of a tint; identification of light and dark

Principles of Design

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 1 will be on repetition and rhythm.

Repetition and Rhythm

- » repetition of colour and shape in patterns; random, alternating, and regular patterns in everyday objects (e.g., textiles, ceramics) and in art (e.g., works by M. C. Escher)

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