



# Charlottesville Catholic School October Specialist Newsletter 2022

## Announcements

The Art Room is soon going to be opening up the Sculpture Station. This means Mrs. Devlin is accepting your donations of paper tubes, cereal boxes, thin cardboard, craft sticks, or any other fun materials students can build with. Please feel free to send in these materials with your child. If you have a question about suitable materials, please contact Mrs. Devlin.

Library - Jennifer Furin/ [j.furin@cvillecatholic.org](mailto:j.furin@cvillecatholic.org)



K-1st graders are learning about book care, hearing stories by Hispanic authors and stories about fall.

All students in 1st - 5th have been given a "dot color" which helps them self select a book that is within the range of their reading level. These "dot color" books are stories that they should be able to read independently!

Second graders have enjoyed our story Miss Daisy is Crazy. We have also heard stories written by Hispanic authors. Next, we will be learning about the components of the Mystery genre. We will read a Cam Jansen mystery book as a class.

Third graders are enjoying a book called The Chocolate Touch. The story is patterned after the story about King Midas, whose magic turned everything he touched into gold. Next,

the third grade will explore the science fiction/ historical fiction genre.

Fourth and fifth graders have picked out fiction books for their assignments in LA class. We are reading the classic story The Voyages of Dr. Dolittle in fourth grade and a book called Schooled by Gordon Korman in fifth grade.

### Library days

K: Thursday/Friday

1st: Monday/Thursday

2nd grade: Monday/Thursday  
4th grade: Friday

3rd grade: Tuesday  
5th grade: Monday

Physical Education - **Andrew Frazier** [a.frazier@cvillecatholic.org](mailto:a.frazier@cvillecatholic.org)

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K-2: Learning and reviewing the basics of physical movements. Understanding boundaries, basic fitness movements, and directional cues. We have built on this by implementing a series of instant activity games that can be played as a class. Most of these games are simple tag games that implement fitness (such as push up, squats, and jumping jacks) and also include teamwork where taggers will work together and those being chased work together.

3-5: Reviewing basic fitness games to ensure understanding and ability to perform 'Instant Activities' as soon as they arrive to class. Introducing new fitness games to add to the 'Instant Activity' pool. 5th grade has been doing an excellent job adjusting to the dress code and changing in and out of PE uniforms - They seem to enjoy the experience of dressing out. We have been focusing this past month on sportsmanship and teamwork so that we can set the tone for our year of activities together. Yesterday, we finished up our first round of fitness testing. In 3-5, I put the focus on these three tests: Push-up (upper body strength) Curl-up (core strength) and Pacer Test (Cardiovascular strength.)

6-8: We are finishing our first unit today, Fitness Testing. "Fitness assessments are a **series of tests that measure and monitor students' physical fitness level**. The series of tests assess the five components of physical fitness that make up total fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition." It is important we start the year to find our beginning levels and test again in the end to find out how we have developed. The ultimate outcome desired is goal setting and establishing personal bests. The tests we use are as follows: Mile Run, Pacer, push-up, pull-up, flexed arm hang, curl-up, and sit-and-reach. The students are not always super excited to complete the fitness tests, however, I will say that the overall effort and intention to complete the tests this year has been the best I have seen yet and has been a positive experience.

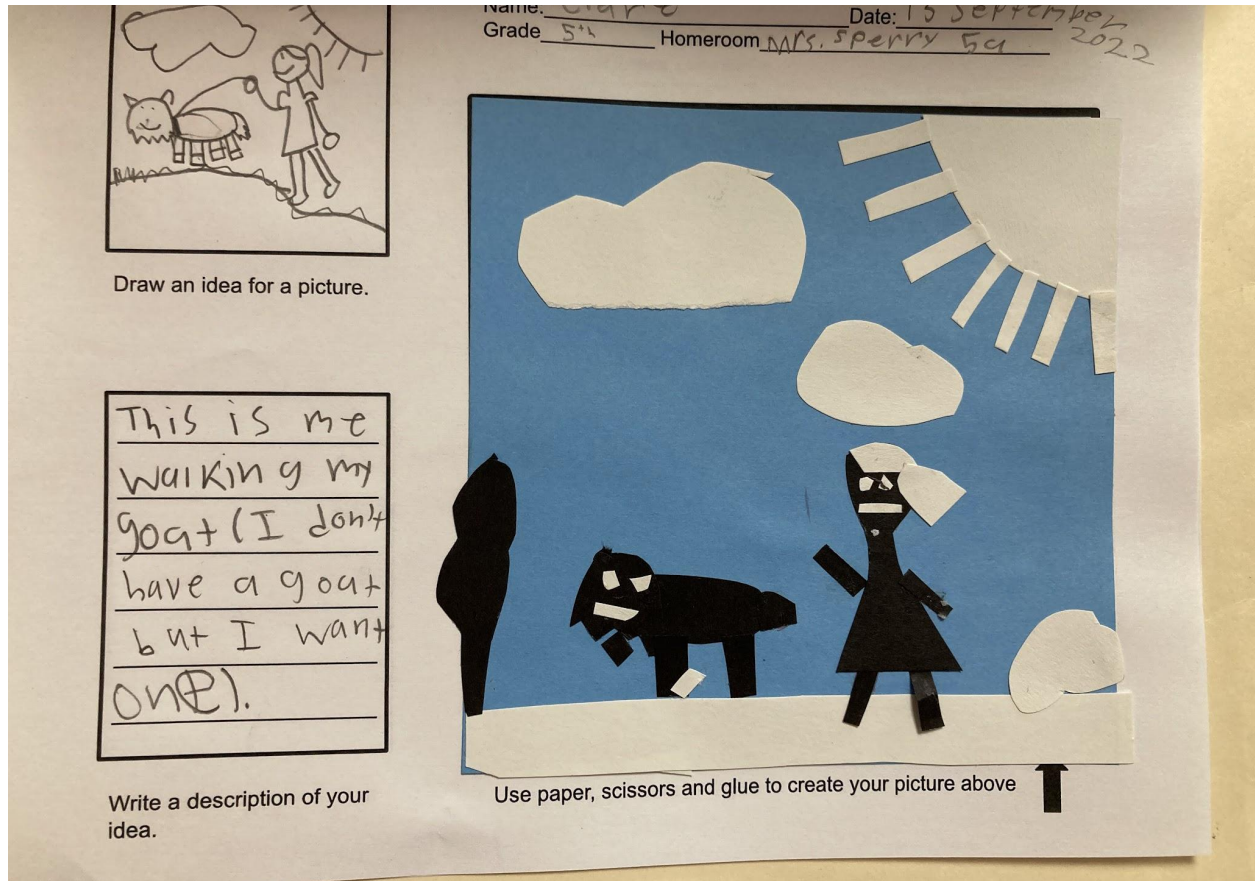
Athletics: We are well into our fall season which consists of Volleyball, Boys Soccer, and Cross country. All sports are midway into their schedules and experiencing many successes. It has been wonderful to see that many faces in attendance at our events, please continue to support us. Go Archangels!!!

Art - **Vanessa Devlin** [v.devlin@cvillecatholic.org](mailto:v.devlin@cvillecatholic.org) [@ccsarchangelsarts](https://www.instagram.com/ccsarchangelsarts)

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For the past month, elementary students have been opening up the Drawing, Collage and Painting materials stations in the Art Room. This entails becoming familiar

with art materials and how they work, how to retrieve needed materials, and how to clean up independently and as a group. I have observed wonderful growth in the students' willingness to experiment with new media, learn from their peers, and engage in what we call "Play Art" and "Care Art". We have made great strides in our ability to clean up well, and in a timely manner. We have also completed the first of two assessments. The second will be completed in May. This assessment allows students to demonstrate how they engage in envisioning, developing craft, stretching and exploring, engaging and persisting and reflecting – 5 of the 8 Studio Habits of Art.



When K-5 students enter the room, there is a "Do Now" task waiting for them. Often it is an image of a work of Art that I ask them to respond to using the three questions "What do you see? What do you think? And What do you wonder?". For the past couple of weeks we have been focusing on artists from Hispanic countries. At other times we do a creativity warm-up such as inverse symmetry drawings. These discussions frequently lead into the mini-lesson of the day. For example, after Kindergarteners looked at *The White Dot* by Vassily Kandinsky, we practiced drawing types of lines and made paintings using expressive lines while listening to music.

Middle School is fully engaged in their theme based independent projects. This semester I gave Middle Schoolers a lesson on using themes as a prompt to create art. They had a choice between 5 different possible themes to explore. These themes include Bridging the Gap, Values, The Intangible, Layers and Identity. As more students complete these theme based projects, they will move into a more independent mode of art making focusing on where Artists get their ideas (Envisioning).



Here are some recent photos from the Art Room (if you want more, more often, please follow me on Instagram [@ccsarchangelsarts](https://www.instagram.com/ccsarchangelsarts)) Enjoy!

**Kindergarten Key concepts - Artists use line and color in their art.**



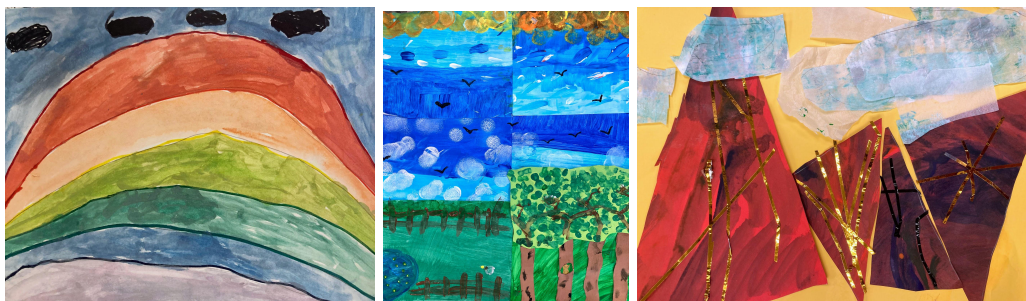
**First Grade Key Concepts - Artist use pattern, shape and color in their art.**



**Second Grade Key Concepts - Artists use overlapping and observation in art.**



**Third Grade Artists use mixed-media to make art.**



**Fourth Grade Key Concepts - Artists observe to understand proportion and motion of the human body. Artists use balance in their art.**

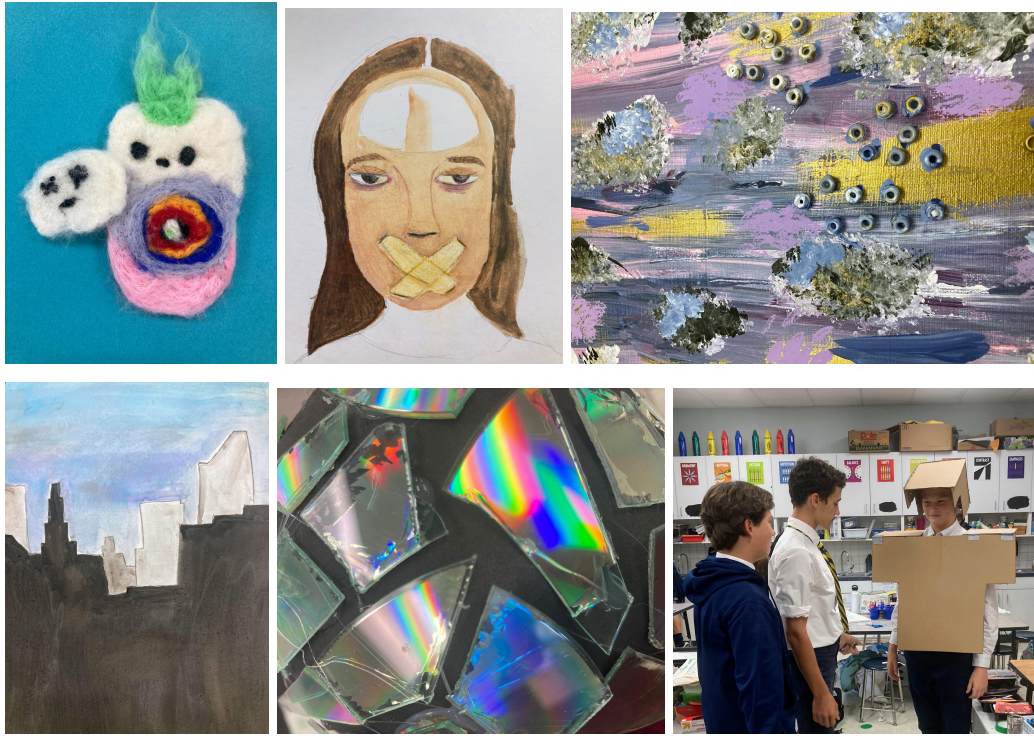




**Fifth Grade** Key Concepts - Artists experiment with materials. Artists use memory in their Art.



**Middle School** Key Concepts- Artists use themes as prompts to envision. Artists stretch and explore by using new materials and techniques. Artists develop creative bank accounts.



Music - Kate Wisbey [k.wisbey@cvillecatholic.org](mailto:k.wisbey@cvillecatholic.org)

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Happy Fall! In our K-2 grade classes, we have been introducing animal songs in Spanish, as well as introducing songs about fall, from apple trees to animals in the fall. Our early elementary students have started working on some instruments, from bells and rhythm sticks to a soprano xylophone for movement and dancing.

In our grades 3-5 classes, we have kicked started the fall season, celebrating Hispanic Culture Month through Orff games and songs from Spanish-speaking countries, from Mexican Folk Dances like La Raspa, and Los Machetes to the Puerto Rican Song-Checki Morena Checki dance and song and Bate Bate chocolate with hand games and rhythm sticks. Our elementary students have been learning how to use some of our Orff instruments, from soprano glockenspiels to bass xylophones, tambourines, drums, rhythm sticks, and learning about the difference between pitched and nonpitched percussion. Our older elementary students played a game called "Find the Instrument", where one student had an unpitched percussion instrument and their partner had to find the sound of it in the room with their eyes closed. We also are doing an introduction this month on the drum and playing "Drum basketball", as well as rhythm games.

In middle school music classes, we have started to work on the Orff instruments and created an Orff ensemble! Students have learned the names of all the instruments in an Orff ensemble, from glockenspiels, to types of xylophones, metallophones, bass bars, and more, as well as started to learn parts of a song. We have improvised and created a melody and created a song based off the melody, as well as begun to work on Orff ensemble pieces. **Next week, 6th and 7th graders- please bring headphones if you can! These headphones can be left at school with names on them or brought back for class each Thursday. We will be starting instruments next week this**



**semester. 6th and 7th graders are learning piano and 8th graders are learning melodica.** Thank you!

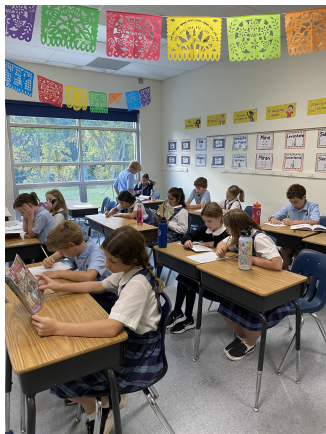
In Middle school music electives for choir class, our students have begun to sing at our school masses and have shown excellence and leadership skills through performing songs for mass, and are starting to learn songs for our Veteran's day ceremony coming up. We will be performing one or two songs at the Veteran's day ceremony and are beginning to work on a few songs for the Christmas concert in December.

In middle school music electives for music improvisation, our students have been creating a melody and building upon the melody to make music as an ensemble. We have been learning about the parts of the song, how to create a song and how to build a song together with the talents/instruments we have in our group. We are working on creating a band and song with "America the Beautiful" for the Veteran's day ceremony and will be performing it with the chorus!

Spanish - Jasmine Osteen [j.osteen@cvillecatholic.org](mailto:j.osteen@cvillecatholic.org)

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These past few weeks we have been doing lots of different activities in Spanish class. Third and fourth graders have been working on the verb "gustar" and how to use it to express what they do and do not like. Lots of the students told me "A mi, no me gusta tarea" (I do not like homework). Last class the students made a mini poster about things they like a lot, like, like a little and do not like. Students shared and it was a great way to learn more about the students!



Fifth graders have been working with stories in Spanish. They paired up and took turns reading and deciphering bilingual story books. Each pair had to find 20 or more phrases they understood in Spanish that they could translate into English and they could not be words I taught in class. This was a hard activity but the students did so well! They used prior knowledge, context clues, and the English portions to figure out the stories. Some teams got over 30

words and phrases! This activity helped build vocabulary and teach the students how to figure out passages even if they do not understand each word.



Sixth grade has been working on the alphabet. We went over the letters and what sound each one makes. Then we practiced spelling words and our names using the spanish alphabet. This will help build a base for good pronunciation and spelling.