

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** *how we express ourselves*
- **Central idea :** *Artists can use their bodies as a form of expression.*

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Students are expected to work on their self-management skills as they prepare for their performance. E.g. make a list of what they need to prepare.

Students are also expected to show communication skills during the practice as they become aware of the many different ways humans have to communicate and show their feelings and emotions. E.g. During students discussion they give advice on the expression to each other

We want to encourage students to become risk-takers in order for them to show a lot of confidence in new challenges and be able to overcome any new unfamiliar situation. E. g students demonstrate the characteristic, that they normally do not show, during the practice and on stage.

Class/grade: G2/3

Age group: 7-9

School:

School code:

Title: *Art and its influence*

Teacher(s): Mr Jonathan, Ms Miyu

Date: *November 1, 2019 - December 20th, 2029*

Proposed duration: number of hours over number of weeks

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

LP: *Risk-taker, Open-minded and Communicator*ATL: *Social skills - respecting others, supporting others, social intelligence**Self-management skills - managing self, time management, goal setting***What lines of inquiry will define the scope of the inquiry into the central idea?**LOI1. *Different artistic genre - dance, poems, literature, theatre, films, sculpture, music, national anthems, architecture etc (form)*LOI2. *How different artists used to communicate cultural and individual ideas and creativity (perspective)*LOI3. *Expressing ourselves through the arts (connection)***What teacher questions/provocations will drive these inquiries?**

- *How would a world without art be like?*
- *What different artistic forms are there?*
- *What ideas are communicated through the arts?*
- *How can we express ourselves through the arts?*
- *How do we appreciate the arts?*



3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Self and peer assessment: Contrast and compare their previous performance and ways to improve. Sharing in class what I think about Yui's performance is... I think she could...

*Students discussion, writing notes and presentation on the task above.

*Frayer Model sheet will be used for prior knowledge assessment and later activity.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

LOI1. Different artistic genre - dance, poems, literature, theatre, films, sculpture, music, national anthems, architecture etc (form)

Frayer Model Sheet.

LOI2. How different artists used to communicate cultural and individual ideas and creativity (perspective)

- Their favorite artist research and presentation - article, video etc - where do you see cultural/individual ideas? “Evidence” e.g. because s/he said/shows/has...
- Parents survey?

LOI3. Expressing ourselves through the arts (connection)

LP & ATL ...Daily conversation and diary writing “two stars and a wish”

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

The city's show hall visit

Matsumoto Art museum.

What opportunities will occur for ATL development and for the development of the attributes of the learner profile?

Ms Hiyama's visit to G2/3?

Mr Saito's from Omachi city visit?

Mr Arima's friend visit

Students will come up with questions in advance.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Videos:

<https://www.youtube.com/watch?v=UPk56BR1Cmk>

<https://www.youtube.com/watch?v=Yprd9mNPYRU>

Books:

Images:

Prop materials....

How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?

Art gallery in a classroom corner, Wonder wall, craft activities that help students to commit and apply their new knowledge. (Students to look at the city's art expressions as they go out with their parents and share in class).

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- ***develop an understanding of the concepts identified in "What do we want to learn?"***
- ***demonstrate the learning and application of particular transdisciplinary skills?***
- ***develop particular attributes of the learner profile and/or attitudes?***

In each case, explain your selection.

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 “What do we want to learn” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

9. Teacher notes