

Planning the inquiry

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** How We Express Ourselves
- **Central idea :** We can express ourselves through the arts

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?

Summative assessment:

Create your own art presentation (art exhibition)

1. Planning (what they want to express, what type of art they will use, what materials they need, what they will say in presentation)
2. Making
3. Presenting (invite elementary students??)

Final performance at the Christmas show - Self assessment

- As your character, what feelings did you have?
- Were you able to express that feeling through the play?
- If yes: how? If no: why?
- What could you have done differently?

Students-initiated actions could include the followings:

We want to see students making their own, unique art work.

We want to see students come up with their own ways of arts to express their ideas/feelings.

Class/grade: Milky Way/Rain Forest

Age group: 5-6

School: ISN

School code:

Title: Expression

Teacher(s): Queenie, Scott, Taeko

Date: October 15 - December 20, 2019 (reflection week included)

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?

Form, perspective, reflection

What lines of inquiry will define the scope of the inquiry into the central idea?

1. Exploring different elements and forms of art (form)
2. Meaning behind arts (perspective)
3. Creating arts to express ourselves (reflection)

Note: this unit, we will use all three lines of inquiries for each type of arts throughout the unit.

What teacher questions/provocations will drive these inquiries?

What is art, what is an artist?

What is the meaning of this art?

What is this art trying to express?

Why do we create art?



We want students to be able to convey meaning through their art work.

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?

LOI1: Prior knowledge assessment - matching game (each types of arts)

LOI2: Arts and feelings - can you tell feelings by looking at arts

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

LOI2: Show examples and guess the meaning behind the arts

Evidence: students being able to guess the meaning of the art - being able to explain what they receive (feelings/emotions/meanings) from the arts and also being able to explain why. (To reach SOLO taxonomy last level)

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?

LOI1:

Forms of arts that will be discussed this unit:

- Visual Arts (Painting, Sculpture, Drawing, Printmaking, Making props)
- Performing Arts (Christmas Show Play)

Performing Arts - Yoga kids can do in class.

- <https://www.youtube.com/user/CosmicKidsYoga>

Possible Learning Engagement:

Visual Arts

Elements of Art (Line, shape, colour, texture and feeling)

- Line
 - Read the book “ish”
 - Practice writing different kinds of lines
<https://www.artisbasic.com/wp-content/uploads/2015/10/Famous-Line-s.pdf>
 - Line quilt poster: Each student will be assigned with one form of line and they have to make an artwork using only that kind of line 1.1
 - Line sculpture: 1.2
 - Explanation video: <https://www.youtube.com/watch?v=Z2z1wQzDVzs>
 - Line worksheet: Through this worksheet, the students will understand that lines in artworks can show feelings. 1.3
<https://www.dropbox.com/s/nn284aw6bx9tuc8/Element%20of%20Line%20One%20Page%20Printable%20UD.pdf?dl=0>
 - Scribble art: The students will try to make an artwork that shows feelings or emotions using only the element of line. 1.3
<https://www.youtube.com/watch?v=aZqP92VQV-I&t=118s>
- Shape

- Worksheet: Discuss the concept of shape through this worksheet:
<https://www.kitchentableclassroom.com/wp-content/uploads/2017/03/ShapeelementPDF.pdf>
- Shape Shift Story: Read some of the pages of the Shape Shift book and show a video clip inspired by the book.
<https://us.macmillan.com/interiors?isbn=9781627790574>
<https://www.youtube.com/watch?v=TDTQusZvN0>
<https://www.youtube.com/watch?v=MR6dURbfW3g>
- Shape Shift Challenge: The task for the students is to draw a picture using the two shapes that they will choose.
<https://www.mrsjonescreationstation.com/wp-content/uploads/2018/01/ShShift18.pdf> 1.4
- Shape art project (printmaking using sponge)
- Storytelling: Read the book “A Color of His Own” by Leo Lionni, then ask the class the colors that were mentioned in the story. Ask the students about what they think is the next element of art that we are going to focus in class.
- Color mixing experiment: By pairs, the students will perform a mini-experiment mixing different colors of paints.
- Chameleon coloring activity: After the mini-experiment, the students will color the chameleon using the colors that they have created. They may also use other coloring materials (e.g. crayons, colored pencils...)
https://docs.google.com/drawings/d/1j4uh9ifKhC_DlwBn1qWijfqlAYPvpKgMbXCAAcKjaM/edit 1.5
- Texture: 1.6
- Mystery box: The students will guess the object in the box but they are not allowed to look at it, instead they will just use their sense of touch. The teacher will then introduce the concept of texture and how it can be applied to art.
- Book and videos about texture:
<https://www.youtube.com/watch?v=SqiNbDylfsQ&t=174s>
<https://lernerbooks.com/excerpts/18803#wowbook-excerpt/15>
- Texture art: After looking at some examples of art with texture the students will draw a picture in a piece of black paper and use different craft materials to add texture in their artwork.
- Nature Walk: The students will collect objects from nature and identify their similarities and differences in texture.
- Pattern:
- Introduction to patterns and how it can be applied to art
- Pattern practice whole class activity:
http://www.learningtreasures.com/math/fall_patterns.jpg

- Pattern art using the objects collected from the nature walk

- Color
- Texture
- Patterns
- Feelings/ Meaning behind the art

10/15	Checking students' prior knowledge: What is art?
10/16	Elements of Art: Line 1.1
10/17	Line sculpture 1.2
10/18	Bus trip
10/21	Line worksheet and Scribble art 1.3
10/23	Shapeshift 1.4
10/24	Printmaking using shape sponges
10/25	Matsumoto Art Museum Visit
10/28	Element of Color: storytelling, experiment, chameleon art 1.5
10/29	Mosaic art using colored papers
10/30	Resource speaker
10/31	Halloween party
11/1	Branch painting activity
11/5	Texture activities 1.6
11/6	Nature walk

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

Attitudes: creativity, appreciation, confidence.

Learner Profile: communicators, open-minded, thinkers

Skills: Communication, Social (repenting others, accepting responsibility, adopting a variety of group roles), thinking (application, analysis, comprehension)

5. What resources need to be gathered?

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

Paint, stones, ice candy sticks, eyes, black pong pong, black

Videos/movies/documentaries: (links) Previous Christmas performance videos

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

Art Song:

https://www.youtube.com/watch?v=1UPxCSQt_kc

<https://www.youtube.com/watch?v=p0OMfzTqbhw>

Texture:

<https://www.youtube.com/watch?v=SgjNbDyIfsQ&t=174s>

Books: Creatrilogy by Peter Reynolds

Excursion: go see a play (performing art), Chihiro museum (visual art), Utsukushigahara Art Museum/Yayoi Kusama Museum

Props for Christmas show

Guest speaker: Author, Artist, Actors

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

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.

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