

Planning the inquiry

1. What is our purpose?

To inquire into the following:

- Transdisciplinary theme: **How we express ourselves**
- Central idea : **Ideas and feelings can be expressed using the elements of theater play**

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?

They initiate some research on theater play or any types of art to understand how they express their ideas and feelings.

They discuss their ideas and feelings during the play practice.

They write their improvement and objectives on how they can express feelings and ideas, ATL and LP in their daily life in their diary.

Class/grade: **Grade 1**

Age group: 6-7

School: ISN

School code:

Title: Our School Play

Teacher(s): **Marlyn, Rie, and Rieko**

Date: October - December

Proposed duration: number of hours over a number of weeks, **37 days/ 8 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?

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

1. Successful theater plays are structured by various elements of communication and art (form).
2. Creative team-work is an essential process to express ideas and feelings on stage (change)
3. Understanding the importance of communicating with an audience allows us to explore how we express our feelings and ideas (connection)

What teacher questions/provocations will drive these inquiries?

- What are the elements of theater play?
- What's idea?
- What's feelings?
- How do we communicate/express feelings?



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?

Sorting exercise by taking many small pictures and separating them into "related to theater play" and "not".

Then choose one picture you like the best, analyse and explain why or why not.

Make group posters about what a theater play needs.

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

W1: The teacher introduces some different types of theater play. The students will take notes of their findings:

Please note the evidence of...

- Required materials: - what did you see?
- Actors communication techniques: how were 1) tone of their voice? Body language? Facial expression? Movement across the stage?
- Audio effect: the tone, the genre, the volume?
- Music: why do you think they've chosen the music?
- Visual tools: what props did they prepare?
- Ideas that you can try on our play...

Writing: wishes...

Drawing: "my ideal stage on the Christmas Performance Day"

Discussion and a short presentation

4. How best might we learn?

Mon. Oct. 21	Introduce the unit, prior knowledge assessment about the central idea. Defining ideas, feelings, expressed, and elements of theater play.
Wed. Oct. 23 Rieko	Introduce the unit, prior knowledge assessment about the central idea. Sticking the words on the wall under the central idea. What are the elements of theater play? Mind map, video, memo, solo https://www.youtube.com/watch?v=LGG4jxvc_ps https://www.youtube.com/watch?v=04n-lq4Tsjo&t=54s
Thur. Oct 24	Watch the video of last year's Christmas Show (Peter Pan) -discussion of elements of Drama evident in the performance. (*Prepare checklist and they will note what they realize. →Google drive→G1→2019-2020→Unit4)
Fri. Oct. 25 Rieko (afternoon)	(No PE lesson with Ms Shino) Read the story altogether. Discuss the characteristics of each character using feeling board which they discussed last week. And who's similar to the character. Ex) Young Simba...He is funny but sometimes naughty. He is curious and risk taker. He is a small. He is similar to Haru. Consider of their English skills, appearance as well. Ex) How about Young Simba's appearance? Is he tall or small? He can act very quickly, right? Teacher will write what they think on the whiteboard.* <u>They will discuss as much as they can. (We won't decide the characters who is going to be. Or decide afternoon with Ms Marilyn and Ms Rieko.)</u> 1. Mufasa, 2. Scar, 3. Timon, 4. Pumba, 5. Rafiki, 6. Simba, 7. Nala
Mon. Oct. 28 Rieko	(Keep discussing and decide who is going to take the character if we have not decided on Fri.) Focus on the character by paragraph (think about the character's feelings / emotions and situation etc. Using elements) and practice the character's lines and actions altogether. (They will create the actions first.)
Tue. Oct. 29	Keep doing the same activity on Mon.
Wed. Oct. 30 Rieko	(Bus Trip to Hakuba)
Thurs.Oct. 31 Rieko	(AM: Halloween Party) Keep doing the same activity on Mon. *We will do the same activity afternoon instead of their English lesson.
Fri. Nov. 1	The Lion King- Christmas Show performance-watching the video. (We

Rieko (G2,3)	<p>will skip the video or show it next week because there is only 1 hour for UOI) *They will focus on the actions, the voices and props especially. (Checklist) https://www.youtube.com/watch?v=C-kFHx88Rhk&t=28s</p> <p>Draw their ideas of stage of the Lion King.</p>
Tue. Nov. 5 Rieko	<p>Practice by groups of paragraph. (Focus on lines and actions) Watch the performance video of The Lion King on youtube if it needs for reference. https://www.youtube.com/watch?v=C-kFHx88Rhk&t=28s</p>
Wed. Nov. 6	<p>Practice by groups of paragraph. (Focus on lines and actions) Watch the performance video of The Lion King on youtube if it needs for reference. https://www.youtube.com/watch?v=C-kFHx88Rhk&t=28s</p>
Thu. Nov. 7 Rieko	<p>Go to the park and practice (to use loud voice.) (G1 No PE) Practice by groups of paragraph. (Focus on lines and actions)</p>
Fri. Nov. 8	<p>Practice by groups of paragraph. (Focus on lines and actions) Reflection after 2nd week practice. (*Fill in the reflection sheet to reflect their practice by themselves.)</p>
Mon. Nov. 11	Practice without a copy
Tue. Nov. 12	Practice without a copy
Wed. Nov. 13	Practice without a copy
Thurs. Nov. 14	Practice without a copy
Fri. Nov. 15	Practice without a copy/reflection after 3rd week practice
Mon. Nov. 18	Practice without a copy
Tue. Nov. 19	Practice without a copy and talking about the costumes
Wed. Nov. 20	Rehearsal 1 for ISN Christmas Show
Thurs. Nov. 21	Picture taking with costumes/practice with costumes
Fri. Nov. 22	Practice without a copy/reflection after 4th week practice
Mon. Nov. 25	Practice without a copy

Tue. Nov. 26	Practice without a copy
Wed. Nov. 27	Practice without a copy
Thurs. Nov 28	Practice without a copy
Fri. Nov. 29	Practice without a copy/reflection after 5th week practice
Mon. Dec. 2	Practice without a copy
Tue. Dec. 3	Rehearsal 2 for ISN Christmas Show
Wed. Dec. 4	Practice without a copy
Thurs. Dec. 5	Practice without a copy
Fri. Dec. 6	Practice without a copy/reflection after 6th week practice
Mon. Dec. 9	Practice without a copy
Tue. Dec. 10	Practice without a copy
Wed. Dec. 11	Rehearsal 3 for ISN Christmas Show
Thurs. Dec. 12	Practice without a copy
Fri. Dec. 13	Christmas Show 1pm-3pm
Mon. Dec. 16	Christmas Show reflection

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?

Listening to music and producing pieces of art based on the emotions and feelings that comes across - where do ideas come from?

Reading books and writing reviews - analysing where ideas come from and what they think are good or bad idea

Lion King - develop own play, work on own performance, improving performance in various ways - dancing, singing, speaking, writing

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

Approaches to learning: social skills, communication skills

Learner profiles: risk-takers, communicator

5. What resources need to be gathered?

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

Videos:

- A video of Elements of Drama
- A video of the last year's Christmas Show (Peter Pan)
- A Lion King DVD
- Circle of Life song
- A Lion King Video
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How will the classroom environment, local environment, and/or the community used to facilitate the inquiry?

Doing a performance in the Matsumoto Performing art centre, promoting the play and school in the local community

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.

Students added and improvised elements within the play.

For example: after watching many videos of "Britain's got talent" and seeing some interesting forms of dance students asked Mr Atsushi (a professional dancer) to teach them some better dances for the play. They wanted to do more complicated and interesting dances.

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.

Would be nice if they could watch back a video of themselves and review their own performances based on criteria we create in class connected to the lines of inquiry.

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