

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** How we express ourselves
(the ways in which we reflect on, extend and enjoy our creativity)
- **Central idea :** People convey their culture through art.

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?

1. The importance of expressing our culture (responsibility)
Oral: 1-on-1 talk with the teacher on the importance of expressing one's culture
2. The role of art in our daily lives (reflection)
Visual/written: take photos of art around the school or at home, use printed photos and sentences to make a poster
3. The various ways cultures from around the world use art to express themselves. (connection)
Visual/Written: Pick a culture/nation of your choice and 1 artwork from that culture: explain in writing how is that artwork related to your culture of choice (i.e. in China dragon symbolises power + a painting of a dragon)

Final Summative Assessment: Christmas Show Play

Class/grade: G4/5

Age group:

School: ISN

School code:

Title: Culture and Heritage

Teacher(s): Igor Coric, Taeko Ogasawara

Date:

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?

Responsibility, Reflection, Connection

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

1. The importance of expressing our culture (responsibility)
2. The role of art in our daily lives (reflection)
3. The various ways cultures from around the world use art to express themselves. (connection)

What teacher questions/provocations will drive these inquiries?

Why is it important to express our culture?

How can we express our culture?

Where did you see art around you?

What art forms are there?

How do cultures around the world differ?

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?

Formative assessment:

Finding art in their surrounding and explaining their opinion (LOI 2 summative assessment)

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

1. The importance of expressing our culture (responsibility)
Oral: 1-on-1 talk with the teacher on the importance of expressing one’s culture
2. The role of art in our daily lives (reflection)
Visual/written: take photos of art around the school or at home, use printed photos and sentences to make a poster
3. The various ways cultures from around the world use art to express themselves (connection)
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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?

LOI 1: WEEK 1 and 2

Discussion: culture, examples, importance of culture

Visible and invisible expressions of culture

How are you perceived by society because of your writing, speaking

The future of art - art is not constant

Visit to Matsumoto City Art Museum:

- An artist who has painted the landscapes of Nagano prefecture
- An artist who fought for education on calligraphy

LOI 2: WEEK 3, 4 and 5

Tattoo: <https://www.youtube.com/watch?v=HPJjQJ1UWn4>

Graffiti:vs. Street art

Architecture:

Bonsai and gardening:

Product design and packaging: aeroplanes

Art + technology: projection mapping

Assignment: Find art in the world around you, in the school, in your home, in the neighbourhood; research about the art, connect it to other art forms and artists, prepare a poster and present to others

LOI 3: WEEK 6, 7 and 8

Festivals from around the world - show examples and compare to Japanese festivals

Assignment: Pick a culture/nation of your choice and 1 artwork from that culture: prepare a poster explaining how is that artwork related to your culture of choice, what are some other elements of that country’s culture and some artworks from it (e.g. in China dragon symbolises power + a painting of a dragon)

REFLECTION: WEEK 9

What opportunities will occur for transdisciplinary skills development and for the

development of the attributes of the learner profile?

Transdisciplinary skills: Communication (speaking, presenting, writing)

Self-management (gross-motor skills, fine-motor skills, time management, codes of behaviour)

Attitudes: Enthusiasm, Confidence, Commitment, Empathy

Learner profile: Reflective, Risk-takers

5. What resources need to be gathered?

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

Materials for costumes, props, camera, Ipad, books, videos,

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

Visit to the Christmas show stage, watch DVD from last year

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