


THINK INTERNATIONAL SCHOOL UNIT OF INQUIRY PLAN		
YEAR GROUP: Y7	DATE: 12th Oct - 20th November 2020	DURATION: 6 weeks
COLLABORATIVE TEACHING TEAM: Helen, Esa (Pennie) , Sarah Martin, Fritzie		

<p><u>TRANSDISCIPLINARY THEME:</u></p> <p>HOW WE EXPRESS OURSELVES</p> <p>An inquiry into... the ways in which we discover & express ideas, feelings, nature, culture, beliefs & values; the ways in which we reflect on, extend & enjoy our creativity; our appreciation of the aesthetic.</p>	<p><u>CENTRAL IDEA:</u></p> <p>Film can be a powerful medium for communicating ideas and perspectives about the world</p>	<p><u>LINES OF INQUIRY:</u></p> <ol style="list-style-type: none"> Images and sounds are used to create particular effects in the audience/ How do images and sounds work to create particular effects in the audience? (Function, Form) Films provide insight and information/How do films provide different ideas and perspectives of insight and information? (Perspective) Critical evaluation of ideas communicated through films/ How can we critically evaluate the different ideas and perspectives communicated through film? (Perspective).
<p><u>KEY CONCEPTS:</u></p> <p>Form Function Perspective</p> <p><u>RELATED CONCEPTS:</u></p> <p>Expression, Identity, Communication, Discovery</p>	<p><u>LEARNER PROFILE:</u></p> <p>Thinkers Communicators Open minded</p>	<p><u>APPROACHES TO LEARNING:</u></p> <p>Communications skills:</p> <ul style="list-style-type: none"> Sub skills: Exchanging-information skills (listening, interpreting, speaking) <p>Thinking skills:</p> <ul style="list-style-type: none"> Sub skills: Critical-thinking skills (analysing and evaluating issues and ideas) <p>Social skills:</p> <ul style="list-style-type: none"> Sub skills: Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers).

REFLECTING AND PLANNING		
<p>What do we want the students to know and understand?</p> <p>Learning Goals and success criteria</p> <p>What is it we want students to <u>know</u>, <u>understand</u> and be able to <u>do</u>?</p> <p>How are learning goals and success criteria co-constructed between teachers and students?</p> <p>Subject-specific knowledge (This is where Specialist Teachers & Other Subject areas link in and explain their authentic inclusions).</p> <p> n/a</p> <p>By the end of (and during) the unit, students should be able to understand that...</p> <ul style="list-style-type: none"> images and sounds are used to create particular effects in the audience. <ul style="list-style-type: none"> How do images and sounds work to create particular effects in the audience? (Function, Form) films provide insight and information <ul style="list-style-type: none"> How do films provide different ideas and perspectives of insight and information? (Perspective). 	<p>What do we want the students to do during the unit?</p> <p>Approaches to Learning skills: Which ATL will be explored? Detail should be provided using a set of sub-skills for each ATL explored.</p> <p>By the end (and during) of the unit, students should be able to apply these skills:</p> <p>Communications skills: Exchanging-information skills (listening, interpreting, speaking).</p> <p>Thinking skills: Critical-thinking skills (analysing and evaluating issues and ideas).</p> <p>Social skills: Developing positive</p>	<p>What is it we want the students to be during the unit?</p> <p>Learner Profiles: Which learner profile attributes will be developed that relate to the central idea and learning goals? How do we ensure the learning experiences encourage students to develop and demonstrate the learner profile?</p> <p>Thinkers: Helen: I aim to encourage the learners to be critical thinkers: identify, describe, compare & contrast different ways images and sounds are shown in film. To evaluate & critique the negative and positive effects that images and sounds have on the viewer.</p> <p>Communicators:</p>

- critical evaluation of ideas communicated through films
 - How can we critically evaluate the different ideas and perspectives communicated through film? (*Perspective*).

DEVELOPING UNDERSTANDING GOALS				
Understanding goal	Level 1	Level 2	Level 3	Level 4
Images and sounds are used to create particular effects in the audience.	Students <u>recognise</u> that images & sounds (sound effects & music) are used to create emotions in the audience.	Students <u>describe</u> ways images & sounds are used to create emotions in the audience (Sight examples).	Students <u>compare and contrast</u> different images & sounds in film and <u>explain</u> how they create different effects on the viewer.	Students <u>evaluate</u> & <u>critique</u> the effect images & sounds have on the viewer using evidence, reasoning & opinion.
Films provide insight and information Critical evaluation of ideas communicated through films.	Students <u>recognise</u> how film can provide inferred messages/ideas and literal information.	Students <u>describe how</u> film can provide inferred messages/ideas & literal information.	Students <u>investigate</u> the inferred messages/ideas & literal information film provides.	Students <u>assess</u> the impact that film provides on the viewer and makes <u>detailed inferences</u> about these impacts.

By the end of (and during) the unit, students should know...

VIEWING AND PRESENTING

- a range of visual texts.
- factors that influence personal reactions to visual texts.
- ways in which visual effects are used to establish context.
- elements and techniques that make advertisements, logos and symbols effective.
- cultural influences affect the way we respond to visual effects and explain how this affects our interpretation.
- body language, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning.
- appropriate terminology to identify a range of visual effects/formats.
- a selection and composition of visual presentations.
- intended audience and purpose of a visual presentation.

READING

- Appreciate authors' use of language and interpret meaning beyond the literal
- Make inferences and be able to justify them.
- Use a range of strategies to solve comprehension problems and deepen their understanding of a text.
- Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding.

Possible Summative assessment ideas:

- Some students create their own short film with use of imagery, music and/or sound to match the imagery and evoke an emotion from the audience-iMovie
- Some students choose an image and put music and/or sound in the background to evoke an emotion-iMovie
- Some students write a short story with a moral. Background music and/or sound to evoke an emotion-iMovie

Wix, PPT, iMovie, Animation, StopMotion, Garageband apps.

interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers).

Helen: I aim to encourage the learners to communicate their thoughts, ideas and opinions through small group and whole class discussions orally, through visible thinking routines & written notation.

Open minded:
Helen: I aim to encourage the learners to listen actively and sensitively to all perspectives and to understand that others opinions can be right. Learn to listen first, to understand.

DESIGNING AND IMPLEMENTING TUNING IN		
Connections-Making initial connections with the Key Concepts Helen-Homeroom		Provocation Helen-Homeroom

<p>1. Concept: FORM (and Expression & Identity) <i>What is it like?</i> <u>'Everything has features or characteristics that can be observed, identified, categorised & described.'</u></p> <p>Ask students to bring in an object from home that represents their identity & how it is used to express themselves. They will input this onto Seesaw as a recording & present their video in class.</p> <p>-What is the object? -Why does it represent your identity? What are the features about it? -How does it help you express who you are? Your identity? -view the videos altogether. -Complete a <u>Concept board</u> as a class as a way to share what they all know & look for similarities & differences as a class. <u>Concept board:</u> write concept in middle of sheet/students divide sheet up into sections/silently write down the std's ideas/reflect.</p> <p>2. Concept: FUNCTION-How does it work? <u>'Everything has a purpose, a role or a way of behaving that can be investigated'</u> -Students are asked to think of one of their favourite films/movies/advertisements. Draw or write about their favourite scene & explain how that scene worked (had a specific purpose/role) to forming an idea or certain way of thinking for you.</p> <p>3. Concept: PERSPECTIVE-What are the points of view? <u>'Different ways of looking at information. This leads to different interpretations, understandings & findings.'</u> -Read the story, 'Voices in the Park'. Discuss the concept, Perspective. -Students use a Venn Diagram to compare & contrast the three different experiences that each character had at the park. -define what 'Perspective' means to them.</p> <p>Fritzie Show a video of a book trailer without telling the students what that is. Then read an explanation text of what a book trailer is. Have them illustrate their understanding in a form of sketch notes.</p> <p>Eso</p> <p>1. Concept: FORM in Chinese. What is it like? 'Everything has features or characteristics that can be observed, identified, categorised & described.'</p> <p>2. Concept: FUNCTION– in Chinese How does it work? 'Everything has a purpose – to think of one of their favourite films/movies/advertisements. – Draw or write about their favourite scene & explain how that scene worked (had a specific purpose/role) to form an idea or certain way of thinking for you. – Writing the explanation in the Target Chinese sentence pattern.</p> <p>3. Show 3 pictures and a video that tell the same content to let students think about the message it tells. Will be shown separately. Will do the pictures first. Let them write down what questions they have about the picture and video.</p> <p>Sarah M. Brainstorm "why is music important to film?"</p>	<p>Show the Central idea statement: <u>Film can be a powerful medium for communicating ideas and perspectives about the world</u></p> <p>Students watch 1 short film accessed on Google Classroom. <u>short film:</u></p> <p>-They complete a <u>Padlet</u> together focusing on 'film' overall (<u>Password, PYP2020!</u>) -Explicitly make connections with Form, Function & Perspective in relation to film, sound effects and music. -Std's ask 'critical wonderings' that will facilitate the inquiry forward.</p>
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Social skills: Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers).

Know

- factors that influence personal reactions to visual texts.
- elements and techniques that make advertisements, logos and symbols effective.
- body language, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning.
- appropriate terminology to identify a range of visual effects/formats.
- a selection and composition of visual presentations.
- intended audience and purpose of a visual presentation.

Learning engagement (Mon 19th - 23rd Oct):

Monday

- ID [Critical Wondering/s](#) to explore from PYP Planner.
- Co-construct Success Criteria/Understand-Know-Do/Whiteboard
- Explain Project:
- Can show your evidence on Google Doc, PPT or Paper using any types of visible thinking tools that are appropriate for the responses.
- *Tips: Take screenshots of the specific scene you want to respond to & paste it onto the GD, PPT or paper (I can print).

Intro:

- Present a [short Youtube clip](#) about a person describing ways that music and sound is used to evoke emotions in the audience/Place on each team's Google Doc.

After school tasks:

- Read the entire online book, MEDIA from ReadingEggs Library
- Look at the success criteria & they must find some answers to the 'KNOW' section/Take down notes on their Google Docs task board. Email your findings to me + new language learnt.
- Re-read the book independently again & complete the comprehension quiz questions.

Tuesday

Goal: How can we open our minds to multiple perspectives to help us understand visual texts?

S.C.

- By using clues from the text to infer hidden meanings/messages.
- By using our life experiences to infer hidden meanings/messages

Whole class:

APK:

- When reading/watching/listening to a visual text, how do you know what the character is really feeling/thinking? / Std's share ideas

NK:

- Present sections of short film, ['Paperman'](#)

-Model: How to 'infer' using clues & life experiences

-I can tell from his facial expressions, body language/gestures that...

-I can tell from the music that...

-I can tell from the sound effects that...

A:

- Std's practise from another section of Paperman.

- Std's cont' project.

After school tasks:

Read the online book, 'LIGHTS, CAMERA, ACTION', pgs. 34 and 36.

- Look at the success criteria & find some answers to the 'KNOW' section/Take down notes on their Google Docs task board. Email your findings to me.

Wednesday

Goal: How can we open our minds to multiple perspectives to help us understand visual texts?

S.C.

- By using clues from the text to infer hidden meanings/messages.
- By using our life experiences to infer hidden meanings/messages

Whole class:

APK:

What do you remember are the strategies to 'infer' information from a visual text?

NK:

- Present sections of TV ad, [NIKE-BREAKING2](#).

-Model: How to 'infer' using clues & life experiences

-I can tell from his facial expressions, body language/gestures that...

-I can tell from the music that...

-I can tell from the sound effects that...

A:

- Std's practise using a section from the TV ad.

- Std's cont' project/Must be completed by the end of tomorrow's lesson.

Thursday

Goal: How can we open our minds to multiple perspectives to help us understand the author's intention?

- how does the music change the mood of the film?*
- how long does it take to write a script for a film?*
- is being a news reporter like an actor but talking about the news?*

Haile:

- How do we make film?*
- Why do we need to make films when we have TV ads?*
- How can we make films in other places?*
- how do we move the camera in film?*

Kaelan:

- What does 'morphing' in films mean?*
- What is a multimedia?*

Pranav:

- Why do people use film cameras instead of regular cameras?*
- How do people create slow motions in films?*

Fritzie

Esa

Questions about the story

- What happened in the video?
- Why do the students laugh at other's drawings?
- Why does the teacher ask them to draw a starfruit.
- What makes the students draw the star fruits in very different shapes?

Sarah M.

S.C.
-By using clues from the text to infer hidden meanings/messages.
-By using our life experiences to infer hidden meanings/messages

Whole class:

APK
-Present Success Criteria-'the intended audience & purpose for the images, sound, music'
-Ask, what do you believe this phrase means?

NK:
-Explain: 'Overall purpose' = what is the overall aim/goal that the author/producer/music composer/scorer wants to convey to the audience?
-Explain: 'Intended audience' = what type of audience are they trying to engage/target?

-Present [NIKE-BREAKING2](#)
--Overall purpose is to persuade the viewer to believe in the shoes because you will get fit like this guy?
--Intended audience might be young teenagers, athletes b/c he is young, fit?

A:
-Std's practise using short film, [PAPERMAN](#)
-Overall purpose?
-Intended audience?

FORMATIVE ASSESSMENT: Check-in with a Conceptual assessment using a Spectrum Statement in Google Forms-Exit Card

Students respond to this statement with a vote. Reason their vote using understanding of key concepts.
STATEMENT: How do images and sounds work to create particular effects in the audience?

The findings from this formative assessment suggests that most students are consolidating their understanding that music, sound effects & images help to convey certain emotions in the audience. There are a couple of students that are still unsure how this works.

**Learning engagement (Mon 26th - 30th Oct):
Tuesday**

Goal: How does a viewer consider multiple perspectives when analysing a media text?

S.C:
-By comparing what is similar with the music, sound effects & images.
-By contrasting what is different with the music, sound effects & images.

Whole class:

APK:
-What do you think I mean by..
'To compare two media texts'?
'To contrast two media texts'?

NK:
-Compare: To notice similarities or sameness.
-Contrast: To notice differences.

* Present [Chormoine's PPT](#)
*Present my comparison of Charmaine's 1st response to the 2nd response.
-Emphasis language to use:

-What I notice in the music:
'When I compare the music to the 1st media text, it is..... I believe the audience might infer that....
'When you compare the sound effects to the 1st media text, it has...

-What I notice in the sound effects:
'When I contrast the sound effects to the 1st media text...
'When I contrast the sound effects to the 1st media text...

A:
-Std's continue with 2nd media text.
Exit card:
Concept 'check in': How is Perspective connected to the C.I?

Home Learning Task

Continue 2nd Media text-20mins.
Begin your Scary Story-30mins.
And, email me your response to these questions:
1.Where is the meaning of Halloween?
2.What is the origin of Halloween?
3. What ideas do you have to celebrate Halloween in class on Friday for one hour?

Wednesday

Goal: How does a viewer consider multiple perspectives when analysing a media text?

S.C:
-By comparing what is similar with the music, sound effects & images.
-By contrasting what is different with the music, sound effects & images.

Whole class:

APK:
-Std's type their personal wonderings so far on the PYP planner
-Show CI/Key Concepts/Std's choose their most critical wonderings & create a 3rd slide to type them into...

NK:
-What do you remember 'compare' to mean?

-What do you remember 'contrast' to mean?
-Present my comparisons again.
-Show a std's comparison as an example.
A:
Std's cont'
Home Learning Task
Must finish at home today.
Finish Scary Story writing today. Hand in tomorrow.

Thursday
Goal: How do listeners identify key ideas in spoken language and synthesize (put them together) to create their own understanding?
S.C.
Std's share ideas

Whole class:
APK:
-How do we engage the audience when presenting? /Std's share ideas
NK:
-Present video of don'ts
-Ask, then what are the do's?
-Present video of dos'.
Success Criteria/Co-construct. (SUMMATIVE ASSESSMENT)
-Tell stds, there will be 2 Success Criterias:
1. Teacher fills in.
2. One other student fills in.
A:
-Std's rehearse in pairs for tomorrow's presentation.
Home Learning Task:
2. Rehearse in front of an adult/mirror. Have Success Criteria in front of you.
3. Must compare & contrast both media texts without trying to read everything on the PPT-30mins

UOI/Writing
Goal: If we know what to aim for so it can help us to plan & develop different forms of writing?
S.C:
-We need to know..
-We need to know..

Whole class:
APK:
-What type of text do you believe we should explore & learn to write about that is suitable for the CI & key concepts? /Std's Think-Pair-Share/Teacher records on poster paper.
NK/A:
-Media review: What wonderings do you have to explore & learn to write a review? /Record std's wonderings.
-Which wondering/s should we explore & learn about first?
-Std's Google 'media review' & take some rough notes/Std's share findings.

Friday
Goal: How do listeners identify key ideas in spoken language and synthesize (put them together) to create their own understanding?
S.C.
See S.C. made by kids

Whole class:
PRESENTATIONS
-Teacher assessment: Present Success Criteria for big project #1.
-Present Success Criteria (Printed) for presentations/Peer assesses another student's presentation-ticking & commenting.
A:
-Std's present their 2 media texts.

Formative Assessment-Concept Check in on Seesaw

CONCEPT CHECK IN (03.11.20)
Now it's time to go through a 'Concept Check in' again.

Answer ALL of these open-ended questions as best you can. You can record or type your response.

1. How is PERSPECTIVE related to what you have learnt right now? (Use specific examples from the last project you explored).

2. Why is FORM in this Unit of Inquiry?

3. Do you believe, FUNCTION is related to what you're exploring and learning? (Use specific examples from the last project you explored).

4. Finally, do you believe you've been a THINKER, a COMMUNICATOR and OPEN MINDED during your learning so far? If so, why? Explain your reasons.

▶ Play Instructions (0:56)

0 Responses, 0 Waiting for Approval, 0 Drafts, 7 Not Responded

Add Response

Formative Assessment Project #2 (Monday 2nd-6th Nov 2020):
LOI# 2 & 3: How do films provide different ideas and perspectives of insight and information? (Perspective).
How can we critically evaluate the different ideas and perspectives communicated through film? (Perspective).
Understanding goal #2 & #3
-Films provide insight and information
- Critical evaluation of ideas communicated through films.
Success Criteria co-constructed with students

Presenting my Project #1

None:

I will need to write these notes first	YES	NO
Eye contact to the audience sometimes		
Using interesting language.		
Project our notes so the audience can hear clearly.		
Body posture		
Facial expression (depending on topic being discussed)		
Risk Taking & Communicating with confidence (did you succeed?)		
Point or Cue cards with the main points only		
Feedback		
Feedback from the teacher		
Feedback from another student		

Students will be assessed on the following knowledge & skills (INCLUDING THEIR OWN PERSONAL GOAL/S FROM THE PREVIOUS ASSESSMENT):

Learning engagements:
Monday

1. Goal: What do we need to know & aim for, so it can help us to plan & develop different forms of writing?
S.C:
-We need to know how media reviews are structured.
-We need to know how media reviews are crafted.
-We need to know the purpose of media reviews.

Whole class:
Pre-assessment: Write a film review for the short film: The Present.
I'm eager to find out what you can do as writers of media reviews. Today please write the best media review that you can. Make it the one time best review in your life. You have only 40mins to write this review, so you'll need to plan, draft, revise and edit all in 40mins. Write in a way that allows you to show off all you know about this genre writing. Remember to:
-make sure it makes sense.
-check your ideas, opinions expressed clearly.
-check your punctuation

2. Goal: What do we need to know & aim for, so it can help us to plan & develop different forms of writing?
S.C:
-We need to know the structure of the genre.
Score:
Whole class:
APK:
-Revisit what a 'media/film' review is/Show anchor chart again.

NK:
-We've decided on a film review genre (information/opinion).
-Present: a variety of 'film reviews' written in diff ways.

Genre & Structure study:
-Discuss the craft: what appears on the page & tech's authors use to make their writing clear & engaging. YOU SEE 'CRAFT' on the page.
-Discuss process: how authors create pieces of writing (planning-drafting/revising/publishing).
You don't necessarily SEE 'PROCESS'.

Focus on structure/hand out foldables:

- Review the diff film review genre egs/What do they all have in common with structure?
 - Title, Film Producer/Director, Date released, Duration
 - Intro: Engage & inform the reader of the topic & main idea or powerful message being conveyed to the audience using inferred/literal info.
 - Body review:
 - Comment on charas & your opinion.
 - Comment on setting & your opinion
 - Comment on the theme & if it's approp'
 - Comment on the use of sound effects & music & how effective it is.
 - Comment on the use of visual images, camera angle & how effective it is.
 - Conclusion: Your overall opinion of the text. Which intended audience would like to view it & why/What is the purpose of it.
 - Writers of these genres are Inquirers, Communicators & Open minded b/c they are providing their Perspective.
- A:
- Std's watch [Breaking60](#)/Use a 'snowflake' thinking tool to brainstorm
 - *Hoile (Google Slides).
 - Title/Format/Genre type/Year/Duration
 - Characters/Setting/theme/sound effects-music/visual images-camera angles etc etc.

Tuesday

- 3. Goal: What do we need to know & aim for, so it can help us to plan & develop different forms of writing?
- S.C:
- We need to know the structure of the genre.
- Score:

Whole class:

- APK:
- review the structure using foldable.
 - Share std's planners so far
 - Planners purpose is to...

NK:

- Planner's purpose is to prepare for the structure of the genre.

- Cont' modelling how to fill in planner:
 - Comment on the theme & if it's approp'
 - Comment on the use of sound effects & music & how effective it is.
 - Comment on the use of visual images, camera angle & how effective it is.

A:

- Std's cont' w' partner

Wednesday

- Goal: What do we need to know & aim for, so it can help us to plan & develop different forms of writing?
- S.C:
- We need to know the structure of the genre.
- Score:

Whole class:

- APK:
- review the structure using foldable.
 - Share std's planners so far
 - Planners purpose is to...

NK:

- Planner's purpose is to prepare for the structure of the genre.

- Cont' modelling how to fill in planner:
 - Comment on the theme & if it's approp'
 - Comment on the use of sound effects & music & how effective it is.
 - Comment on the use of visual images, camera angle & how effective it is.

A:

- Std's cont' w' partner

Thursday

- 4. Goal: How can we synthesize our facts & ideas together to help us engage the audience?
- S.C:
- Begin with a question or effective statement.
 - Give your opinion of the film using 'exciting' language to hook the reader in.
- Score:

Whole class:

- APK: What types of ways have you started any type of writing to hook the reader in? Read the beginning of TRAPPED/Read one of the kid's books their reading/Discuss style & voice.

NK:
-Present eg.s of Media reviews intro's.
-Discuss the language used to hook the reader in/Get your voice across intentionally.
-Discuss the big idea/message being conveyed.
-Use your foldable & planner/Your planner can change a bit if it needs to.

A:
-Std's try this with their draft using planner as guide.
-Need to know the big idea/powerful message being conveyed for INTRO.

5. Goal: How can we synthesize our facts & ideas together to help us engage the audience?

S.C:
-By deciding on when we should have a new paragraph.
-By understanding how a paragraph in this genre is structured.
Score:

Whole class:

APK:
-In your opinion, when do you decide a paragraph is included in your writing?/Std's share.

NK:
-Present media reviews/What do you notice? What do you wonder about every new paragraph?
-New para's are written for each NEW IDEA or MAJOR EVENT.

A:
-Std's cont' w' partner + focusing on Writing & Spelling goals

Friday

6. Goal: How can we synthesize our facts & ideas together to help us engage the audience?

S.C:
-By deciding on if we want simple, compound and/or complex sentences.
-By understanding how these 3 types of sentences are structured.
Score:

Monday

Whole class:

APK:
-Take your personal book out from your desk/ID a simple, compound or complex sent' & justify why/ Std's share

NK:
-Present Kaelan's Explanation text/show the editing/revising skills-ask: How did you figure out that your sent's needed a capital letter, comma or full stop?

A:
-Present poster & present 'sent' practise/shared Google doc with teams.
-Std's cont' writing media review + focusing on Writing & Spelling goals

Goal: How can we synthesize our facts & ideas together to help us engage the audience?

S.C:
-By deciding on when we should have a new paragraph.
-By understanding how a paragraph in this genre is structured.
Score:

Whole class:

APK:
-In your opinion, when do you decide a paragraph is included in your writing?/Std's share.

NK:
-Present media reviews/What do you notice? What do you wonder about every new paragraph?
-New para's are written for each NEW IDEA or MAJOR EVENT.
-New paragraphs include a 'topic sent' at the beginning sometimes (depending on the genre).
-Para's are crafted using diff' sent' types & punctuation to make them effective.

A:
-Std's cont' w' partner + focusing on Writing & Spelling goals

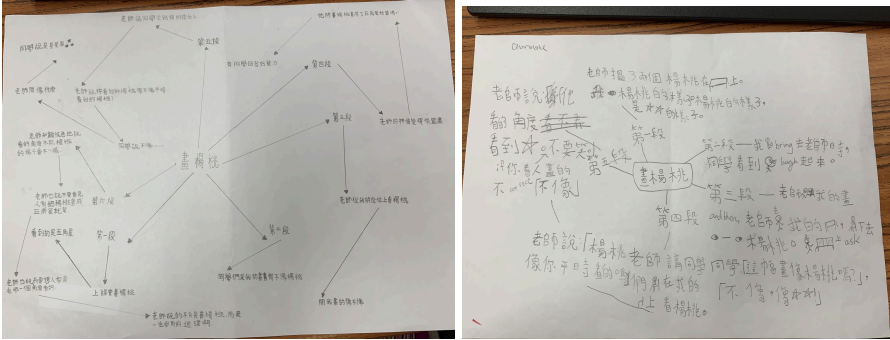
Fritzie

How images and sounds are used to create particular effects in films:
Using images from a book, music, and narration to create digital effects for the readers/audience.

Eso

- Draw or write about their favorite scene & explain how that scene worked (had a specific purpose/role) to form an idea or certain way of thinking for you.

- Writing the explanation in the Target Chinese sentence pattern.
- How to write a review in Chinese. With target sentence pattern and format.
- To learn Vocabulary that is being used frequently in a review.



-Drawing Mindmap (about the text) to clarify how different angles influence their perspective.

-----Sorting Out (What does all this new information mean? Compare, Sort, Organise, Analyse, Sift) -----

Helen (Homeroom)

Revision

- Pull-back and refocus on the central idea/
- What does what the students are doing have to do with the central idea?
- Talk to the students about reflecting on what they've learned and look at any new ways of thinking or ideas.
- **Hopefully, the students are making connections to the central idea.

-Central idea, Key Concepts & LOI explored.

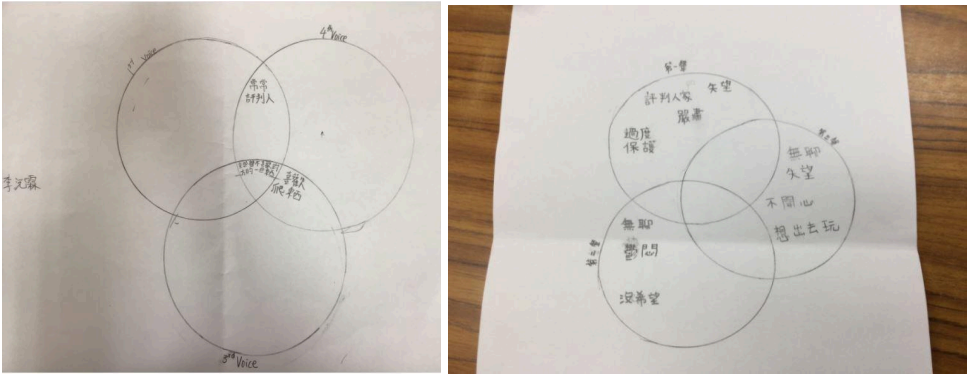
Monday-Thursday

Representation

-How do we share what we've learned with others? How do we show what we've learned? Pictures, illustrations, videos, collage, demonstration.

- 1.Look at your Critical Wonderings so far.
- 2.What's compelling you to 'Go Further'?
3. Write choices of the final project on paper & their ideas so far.
- *They do need to think about something that is a world issue or passionate to spread the message across to the world
4. If time, show: LIGHTS. CAMERA. ACTION PLANNER.

Esa



-Reading Voices in the park Chinese version. (learning more chinese vocabulary (find out the part of speech of each vocabulary) to tell perspective and emotions.

-To translate the fourth voice of Voices in the park, to see how different words influence readers' and audiences' understanding.

-Get to know how to describe the character's feelings and thoughts in Chinese.

(I can tell from ...從他的表情 / 動作……, 看出……) (I can tell from the music/ sound effect that...從音樂____的節奏, 我認為 / 覺得……)

-watching the video below to create some sentences to tell the story. (using the target sentence pattern above)

<https://www.youtube.com/watch?v=UOS5CP8tzYQ&feature=youtu.be>

Formative assessment:

Vocabulary from the passage students have learned in this Unit. (listening and writing.)

Sarah M.

Listen to varying film music examples and fill out the listening log.
-----Going Further (*Learners take some shared understanding and go on their own paths, their own personal questions/tensions; they've identified their own personal interests from the 'SHARED inquiry'*) -----

Helen (Homeroom)

Final Project:

Using moving images with sound effects & carefully selected music to convey your message/idea to your selected audience.
Watch Jake W. talk for @15mins.
Kids watch rest at home.
Storyboard-How to make.
Begin to sketch & label each scene as best you can.
-[Watch Storyboard clip](#)

Fritzie

Filling in checklist for book trailer script (planning for book trailer students' going to create).

-**Summative assessment :**
<https://www.youtube.com/watch?v=WjqIU5FgsYc&list=PLE4fguytMLheN3pcAYfKLeOPz5Rj06aqp&index=8&t=0s>
To write a review after watching the video above.

Sarah M.

Ss select a leitmotif to be performed. Fill out the character traits and how they will show those character traits through the elements of music.
Ss create a mood board matching different dynamics, tempos, timbres to different emotions/moods. They then choose a photo stimuli to create a 1 minute piece of music in Garageband. They then merge their song with their photo to create a music video in imovie.

-----Reflection & Action (*Consider ways to apply/use/share learning; Make connections back to big ideas; Consider unanswered questions*)-----

ACTION:

Helen (Homeroom)

Clarise Kei took action by making a short animated film with sound effects (independent action). This is on the THINK DRIVE.



Final Reflection from students
I used the same Padlet task as the Provocation
<https://padlet.com/helentakano2013/2vdy9b59zv1mm1qg>
Passcode: PYP2020!

Fritzie

Referring to the checklist for book trailer script, students start to create a movie trailer using iMovie on ipad.

Sarah M.

Ss share their mood board compositions and reflect on what they thought worked well and what didn't work so well. Ss take notes on their peer feedback and use that to guide them in their final fight scene composition.
Using their peer feedback on their mood composition, Ss compose a 2 minute piece of music reflecting a fight scene.
Ss listen to each piece over a muted Thanos fight scene and fill out a self-assessment.

FLEXIBLE RESOURCES (primary and secondary):
Helen-Homeroom
<https://www.youtube.com/watch?v=UOS5CP8tzYQ&feature=youtu.be>
[The Present - OFFICIAL](#)
[E.T. the Extra-Terrestrial \('82\) - End Credits .](#)

Ben Lee (Rebecca's friend), Breaking60 movie
<https://www.dropbox.com/sh/mosb7b7j5xw1fxz/AAAUSwCMOJmyEtLenxDG8hUfa?dl=0>.
Why I Run | A Hong Kong Trail Running Story

Jake Walker (Beccy Fox's friend), Music composer
Jake Walker-music and sound effects-Awesome educational resource to study, analyse music and sound to evoke emotions in film.
Jake Walker Music on Vimeo
Jake Walker Music | Composer Performer Music Producer

Educational Resources:
Film Review PowerPoint | Teaching Resources
ANNE FRANK'S DIARY - An animated feature film
Koyaanisqatsi full
LEGO Rebuild The World
5 Award-Winning Ads That Masterfully Combine Sound and Image
Heart Touching Commercials That Will Move You Emotionally! MUST WATCH
How Pixar uses Music to make you Cry
7 Ways to Use Music to Create Mood and Meaning Onscreen
Importance of Music in Movies
Disney Pixar Up - Picture Moments - Carl & Ellie
Finding Nemo - Jellyfish Scene
2 Books from Reading Eggs: MEDIA, LIGHTS-CAMERA-ACTION

Moving images with music to evoke emotions/mood
Beautiful Relaxing Music - Soothing Piano Music & Guitar Music with Birds Chirping

How to make a storyboard: How to Make a Storyboard: A Step-by-Step Guide (with FREE Templates)

iMovie, Animation & Stopmotion, GarageBand were all used to make their own short films.

Fritzie
Students continue with their book trailer. Email/send to Ms Fritzie once done. Each student will have a turn to present their book trailer.
After the presentation, any student can ask questions related to the book trailer made.

Esa
<http://huayutools.mtc.ntnu.edu.tw/ts/TextSegmentation.aspx>
https://www.youtube.com/watch?v=iLLkeDpwE_M
<https://www.youtube.com/watch?v=WjqIU5FgsYc&list=PLE4fguytMLheN3pcAYfKLeOPz5Rj06aqp&index=8&t=0s>
<https://www.youtube.com/watch?v=-YV3maq9-Rg>
<https://www.archchinese.com/>
<https://www.mdbg.net/chinese/dictionary>

Sarah M.
Google Slides
Garageband
Digital Portfolios

REFLECTING	
<p>REFLECTION FROM ALL TEACHERS: <i>What Went Well?</i></p> <p>Helen-Homeroom Overall, a wonderful UOI. All students demonstrated being Thinkers, Communicators and Open minded learners. The fact that they needed to listen to how each other had different perspectives on the mood of films based on the music and sounds effects was fantastic. The first learning engagement was great. It really helped the kids answer their common questions, which was 'how do films work and how does sound effects and music relate to the films/scenes? The students analysed 2 media texts and compared & contrast them quite well. The success criteria definitely helped with this.</p>	<p>STUDENT REFLECTIONS:</p> <p><i>What student initiated inquiries arose and how did they inform the process of inquiry? How have these experiences impacted on how students feel about their learning? (For example, through: developing and demonstrating attributes of the learner profile and approaches to learning, developing understanding of the central idea, achieving learning goals, taking action and so on).</i></p> <p>Helen-Homeroom Clarise:</p>

The second learning engagement was writing a film review on the Film Trailer, Breaking60. The students were able to be Thinkers and Communicators in this. They had to reflect upon how the music composer, director and cameraman all worked together to produce a powerful idea/message to the audience. They had to critically analyse the pros and cons of what worked and didn't work about the film's message. The final project was a spectacular one! Lots of agency with this. Own choice of film medium with music and sound effects. Choice of apps to use: Animation, Garage Band, iMovie and Stop Motion.

Fritzie

As the Y7 students are already familiar with iMovie, it was easier for them to use the app. It was the student's choice on what book to turn into a trailer so I feel like this project gave them a real connection between themselves and the story they have chosen. Some students were very good in finding sound effect/background and creating narration to match with the book genre.

Esa

Slow learner concerns.

Students are learning faster and better when the chinese content is related to what they have learned in English Class. (using the same story book, similar ideas worksheet)

That's amazing Esa! Well done! This shows that a genuine effort to design a transdisciplinary learning program can lead to effective outcomes that are more meaningful and relevant.

Sarah M.

This was a good unit to review the elements of music. I might add in a review of the elements at the start of the unit. We sort of reviewed them as we went along. But I think it would have consolidated the learning a bit better. Next year I'll do an elements survey to see where they're at with them. But by the end of the unit they all had a better sense of the elements and really started to use the musical vocabulary much more than at the beginning of the unit.

Garageband was a learning curve for all of us. I much prefer soundtrap because it houses each assignment in one place. Students can download their songs as mp3's. Garageband doesn't share it as an mp3. Because of that I had to manually download all their songs then convert them in cloud convert, then put them in each individual student's digital portfolios. I need to find a better way. I will look at Band Lab for next year as it is more similar to soundtrap and free.

I thought the digital portfolios worked well. I think they'll become smoother as we go. I'm starting Y6 on them now and will start Y4 & 5 on them later in the year so that as they advance in year levels they'll be more able to use them. We had to work out a few digital glitches as we went.

I was a thinker by thinking about my storyboard before I did the actual filming, because without carefully planning a storyboard you can forget what the film is about, and then you will mess up.

I was a communicator by speaking to Ms Helen when I was in the editing stage of the first draft in the film genre activity, I proofread it and I finished editing.

I was an open-minded person by asking questions when I really need help, like ask three before me. When I am in the filmmaking process, I ask Ms Helen about what to do and then I can fix my mistakes.

- Critical skills= Thinking about my mistakes and then fixing them with someone else's help
- Creative thinking skills= Planning the storyboard carefully and using creative ideas to make the storyboard perfect and clear
- Communication skills= Talking to Ms Helen about the film genre and what to edit and fixing it
- Social skills= Working together with my group during the time when writing about a film genre, and then I need someone to help me proofread it.

PYP PROFILE GOAL: I achieved my goal by asking questions during the film review genre to check spelling errors and proofreading for paragraph mistakes.

TAKING ACTION: I made a meme

Casey:

In project 1 I showed that I was a thinker by thinking about what kind of music was in the short film/film scene, what were the sound effects were in there and comparing and contrasting the 2 media texts in project 2 i showed that I was a communicator by asking questions about what is a topic sentence.

I showed my creative thinking skills in project 3 by doing an animation on determination.

I also achieved my PYP goal by trying out an new app "animation"

Charmaine:

In project 1, I showed that I used creative thinking because I was the only one who used the Venn diagram in the entire class. In project 1, I also showed that I was a communicator by speaking loud and clear so everyone could hear. In project 2, I showed that I was open-minded because when we were talking about what genre we thought Breaking 60 was, I didn't just say "NO!" or "You are wrong" when someone had a different opinion with me. In project 3, I was a thinker by thinking about what music fits in my film. In project 3, I achieved my PYP profile by risking to do a Venn diagram instead of doing what Mrs Helen told me to do. I showed that I used social skills in math when I taught Haile or Pranav how to do some equations in BIDMAS/BODMAS.

Marcus: In project 1 I showed that I am a communicator because I asked my partner what to do and how it works.

In project 2 I showed that I have social skills because I listened to others opinion and commented on their oopinion.

Kaelan: In project 1, I showed that I was a Thinker by writing details about the music and sound effects in the film.

In project 2, I showed communication, social skills and open-minded because of the many times we studied the film reviews and listened to our peers and communicated to them. In project 3 I showed that I used my critical and creative thinking skills by using 'StopMotion' to make our films. One goal I believe I've improved on is being more of a communicator over the 2nd project while we were looking at media reviews, overtime I got more comfortable speaking within those groups.

Pranav: I think I was a thinker by thinking before I write something. That was also my goal that I achieved. I

	<p>showed I was a communicator by communicating well during my presentation on the media text. I spok loudly and I also use hand gestures which is a good way to communicate to others. I even achieved my writing goal by writing sentences so they make sense when doing my draft for the breaking 60 world record film. I showed that I'm an open minded learner by challenging my mind during the presentation of my media text. I wasn't scared and I opened my mind. I even showed social skills by getting help from my classmates and I was being respectful to them and never made any excuses. I never argued with the people I talked to. I even showed critical skills by thinking about my mistakes and fixing it. I even showed creative thinking by planing my storyboard well.</p> <p>Haile: this is project 1 I was a thinker because I have to think the place and other thing like clay putting it together .I was a communicator because I committed in the movie that it has feelings and music.Iam a open minded because I think out of the box to make this.I have a gaol that I have did it was think out of the box and being a risk taker to try new thing in the project.I think my social skills is ok.</p>
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<p>ASSESSMENT REFLECTIONS: <i>-How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning?</i> <i>-What evidence did we gather about students' knowledge, conceptual understandings and skills?</i> <i>-How will we share this learning with the learning community?</i></p> <p>Helen-Homeroom I thought the process of monitoring, documenting and measuring their learning of the ALT skills were well demonstrated. The success criterions designed by me and at times, by the children worked very well. I gathered their knowledge of the IB scope and sequence: Presenting & Viewing with the 'Levels of Understanding rubric I created. Once this was created, I was able to identify exactly what the students needed to show me. The skills were also explicitly assessed on the success criterias for learning engagements. The oral presentations for example, were wonderful b/c the students created the success criteria and chose their own version! The students achieved their personal goals because they rehearsed.</p> <p>The final project of the students making their own short film and/or moving images to convey a powerful message or idea was spectacular! They were given agency to everything. Choice of how to represent their film using animation or Stop Motion and putting it into iMovie. Then sound effects and music behind the images.</p> <p>The concept check-ins were so worthwhile! I ran different types of check-ins 3 times across the UOI. I could clearly see which students were still not grasping how the concepts were the bigger idea related to the central idea. The final reflection was a repeat of the Provocation using Padlet. My goal was to measure the results and see what they thought about the short film using the key concepts.</p> <p>Fritzie I could say that monitoring and documenting students' learning were effective in a way that it gave me a basis of who was and who was not performing well, this helped me to determine students which needed extra help and attention. The library notebook/journal records students' understanding. The evidence I've gathered about their understanding is through observing the process of creating their own book trailer and its final outcome. Also the way they presented the finished product has left an impression of how well they were using communication skills. Also through the narration they put into their trailer to persuade the audience.</p> <p>Eso Scaffolding helps students to complete the assessment a lot. Writing the review could tell how much they have learned and understood about the vocabulary (adjectives) to describe peoples' feelings and emotions. The review seems too short and it is too easy for most of them. Should add 1 or 2 more sentence patterns for extra points.</p> <p>Sarah M. This unit was a lot of ongoing formative assessment. I wanted them to continue building upon their understanding of the elements of music and how they can affect mood. Using the digital portfolio was very helpful in keeping track of their progress. I lays it all out for you to see in one document. The 3 levels of leitmotif were successful. From my beginning of year surveys I was able to know roughly what their skill levels were coming into y7. That helped me gauge what levels to provide for this activity.</p>

<p>NOTES: <i>What did we discover about the process of learning to inform next steps?</i></p> <p>Helen-Homeroom I discovered that the student's conceptual understandings were strong throughout the entire UOI. The concept 'Check-ins' helped me to discover this. The analysing of the films and the making of their own films solidified their understandings.</p> <p>Fritzie</p>
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When I watched the trailers created by students, I discovered that some students have a very good understanding of putting together the images and sound effect to convey important details of the book without revealing the entire plot or climax of the story.

Sarah M.

Doing the mood board before the final project in Garageband was a very useful step. I mostly did it to get them used to using Garageband loops and understanding how to listen to the loops and decide which ones to use. By doing it this way, I was able to see their understanding of the elements and how they relate to mood. Then help them connect those ideas to Garageband to create a piece of music.