

1. What is our purpose?

To inquire into the following:

How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central idea-

By developing our knowledge and skills in an art form; we can better express ourselves to engage others.

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:-

Assessment Task:

Group work: Students will group up according to likes/passions/abilities to produce a 'production' within the arts to express themselves and to engage an audience. Ranging from a dance routine (structure and pattern), to a fashion design (art design), to youtube video and expression etc. Any ideas of expressing their art form will be acceptable. Groups will then perform on stage in front of the primary school to share and showcase and to engage with others. Seesaw feedback and peers assessment will then be fed back to students.

Assessment tool-

Rubric (teacher assessment) will be used to assess students' performances. Criteria for assessment will be student idea based as well as a few assessments from teacher to ensure the lines of inquiry and central idea is assessed.

Peer assessment and self-assessment will be used as well.

Class/grade: Y6

Age group: 10-11

School: Think International School

School code:70140

Teacher(s): Ms Shelli

Date: 23rd October 2017 – 15th December 2017

Proposed duration: number of hours 20 over number of weeks 6

2. What do we want to learn?

What are the key concepts to be emphasized within this inquiry?

Learner Profile: Open-minded, reflective, inquirer

Attitudes: Appreciation, enthusiasm, creativity

Key concepts: Connection, function, form

Skills: Social, Self-Management and Communication Skills

What are the related concepts?

Communication, pattern, role, similarities, differences, review, interpretation, evidence, responsibility and behavior

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

- The knowledge and skills required to be proficient in an art form (form)
- How an artist develops their knowledge and skills (function)
- How to use an art form to engage an audience for a set purpose (connection)

What teacher questions/provocations will drive these inquiries?

- How can we get better at creating music/art/movement? (form)
- How do literary artists engage their audience? (function)
- How do musical artist engage their audience? (function)
- How can ICT or multimedia be used to create art? (connection)
- How do our choices affect our audiences' engagement? (form)
- What features affect our engagement? (connection)
- What do we need to know to create an art? (form)
- What skills must we develop to create an art? (function)
- How can we engage an audience through art? (connection)
- How can we show our identity in art? (connection)

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?

Pre- assessment activity/strategy

GROUP DISCUSSIONS: What is art? What are the arts? Graffiti map allowing students to write what they think the arts are? Discussion and share thoughts. How do you engage an audience? What catches your attention?

4 CORNERS: Various forms of expression through arts will be shared in four corners. Students will walk around, look at the pictures/videos and decide whether it is art or not? With reasons? Get students to provide feedback.

CREATION: Students will be given an A4 piece of paper prompting them to display any form of art. This will be a comparison for the end of the unit where they will get the same piece of paper to then display their thinking, to show how they have grown through the unit and in the arts.

KWL: What do you know about the arts? What arts are you good at? What arts do you do after school? Have mini KWL charts about each question.

SEE-THINK-WONDER: Constantly able to fill the wonder wall with what they know or want to know.

INSIDE-OUTSIDE-CIRCLE: Students make two circles (equal amounts of students). Match inside and outside and give 2 minutes to act out an art form. Then two minutes to discuss. Listen to what students might know and share. Then swop and let partner do the same. Spin the circle for more interaction.

What evidence will we look for?

Formative assessment/peer assessment/ self-assessment/

Pay attention to students' responses; listen to how they are engaging. Students will be relying on prior knowledge to engage in the formative assessment and will also be assessing one another's responses which will guide further formative remarks and responses.

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

(Formative assessment/peer assessment/ self-assessment/summative assessment)

Journal entries and descriptions recorded during the assessment process linked to lines of inquiry. What knowledge and skills are required to be proficient in an art form? The project will require explanations and examples showing each line of inquiry resulting in students being able to identify and relate these to their final productions. The journal will also document how they developed, reflected and improved in an art form and the reflections from peers and students will help them to know how they engaged with an audience and reflections on how to improve this. This will result in a complete understanding linking the transdisciplinary theme, central idea and lines of inquiry.

During the inquiry and the process of the inquiry cycle, students will record and reflect on their learning, continually looking back at the lines of inquiry and questions they have come up with around the lines of inquiry related to their production. This will also show the link to the lines of inquiry and central idea.

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?

What opportunities will occur for trans-disciplinary skills development and for the development of the attributes of the learner profile and Attitudes?

TUNING IN

Concepts:

(Provocations/Questions/Activities/Experiences)

Word walk: Share varied words relating to the arts around the class. Students write down words and explanations.

Pair and share: Pair with a partner and share your explanations of words with reasons

Brainstorming/graffiti mapping: What types of arts exist?

Chatterboxes: Students will be given a chatterbox (cootie catcher) they will play with the chatterbox with prompted ideas of arts on and will record their thinking on Seesaw in video form. This same chatterbox template will be used at the end of the unit to show growth and change of learning

Learner Profiles

Inquirer: students will be asking one another questions about what they think? They will also be wondering about various words and brainstorming ideas and asking questions.

Open-minded: Students will listen to and respect others opinions and ideas

Attitudes

Enthusiasm - These tuning in strategies result in a lot of chatting and sharing which could show enthusiasm for the unit

Trans-disciplinary Skills

Social Skills: Respecting others space, ideas and opinions; cooperating willingly

Self-management skills: motor skills through the acting and movement

FINDING OUT

Concepts:

(Provocations/Questions/Activities/Experiences)

Ask and expert: Students will be going on various trips (artist visit) where they could ask the expert questions related to their profession in the arts.

Field Trips: Students will be engaging in various trips where they can inquire and ask questions related to the different arts.

Interviews and surveys: Students will be speaking to and interviewing teachers/specialist teachers about their profession in the arts; how to develop knowledge and skills; how to use an art form to engage an audience etc. Various artist visits have been arranged.

Internet research and interaction: Students will be provided with various online sources on which they can comment, question and find out further information; be exposed to various forms of arts; experience and engage with various forms of arts.

Exit Tweets: Students share knowledge and inquiry they have found out that day before leaving school on the twitter board.

Books and novels: Students will be exposed to various books related to the unit as well as an online art database in library.

Learner Profiles

Inquirer: students will be searching and finding information that interests them; that they enjoy doing; that they enjoy engaging and interacting in.

Open-minded: students will consider different points of view and grow from different opportunities.

Attitudes

Creativity - Students will be exposed to various artists' creativity and be using imagination in new and different ways.

Appreciation - recognize and appreciate these skills in other people/artists/students

Trans-disciplinary Skills

Social Skills: respecting others space, ideas and opinions; cooperating willingly

Self-management skills: motor skills through the acting and movement

Communication skills: writing, singing, talking and sharing ideas and experiences

SORTING OUT

Concepts:

(Provocations/Questions/Activities/Experiences)

Mind maps: Students will sort their gathered information on a mind map. Knowledge and skills required; how to engage an audience in a particular art form; 3 arts forms were chosen per student (any choice).

Inside-Outside Circle: Once students have their information sorted; they will do inside outside circle sharing.

Discussions: Students discuss information found with others; is it relevant; is it true; does it relate to our central idea and lines of inquiry.

Popplet mind maps: Online Popplet ICT model will be used where students can sort out ideas of one of their three 'likes' within the art forms. Ideas of how they will use this art form to convey a message; how they will create within this art form etc. Teacher then uses this to create interest groups for final assessment.

Learner Profiles

Inquirer: Students will be searching and finding information that interests them; that they enjoy doing; that they enjoy engaging and interacting in.

Open-minded: Students will consider different points of view and grow from different opportunities.

Reflective: Students will be looking back and reflecting on what information they have gathered in order to share with their group. They will reflect and improve; reflect and grow and together reflective and produce.

Attitudes

Enthusiasm: Students will be enthusiastic and willing to share and engage within their chosen art form. Groups will show enthusiasm and use this to create within their art form chosen.

Creativity - Students will apply what they have learned from artists.

Appreciation - show appreciation towards one another and the information gained during the inquiry cycle.

Trans-disciplinary Skills

Self-management skills: Working responsibly with others

Communication skills: writing, singing, talking and sharing ideas and experiences

GOING FURTHER

Concepts:

(Provocations/Questions/Activities/Experiences)

Shared Popplet Mind maps: Grouped students will share their individual Popplet mind maps with their new groups. Together the groups will work collaboratively on a shared Popplet, gathering and creating new ideas together.

Group Creations: Groups will create; make and engage within their art form to convey a chosen local problem. The local problem the students chose...PLASTIC WASTE IN HONG KONG, BE A PART OF THE SOLUTION NOT THE POLLUTION. Groups work creatively in order to convey a message and engage and audience. This will be shared with students on campus during an arranged time.

Learner Profiles

Inquirer: Students will be asking one another questions to take their learning further with the art form they have been grouped in.

Open-minded: Students will consider different points of view and grow from different opportunities and be open-minded to one another's ideas

Reflective: Students will be looking back and reflecting on what information they have gathered in order to share with their group. They will reflect and improve; reflect and grow and together reflective and produce.

Attitudes

Enthusiasm: Students will be enthusiastic and willing to share and engage within their chosen art form. Groups will show enthusiasm and use this to create within their art form chosen.

Creativity - Students will apply what they have learned from artists as well as one another.

Appreciation - Show appreciation towards one another and the information gained during the inquiry cycle.

Trans-disciplinary Skills

Self-management skills: Working responsibly with others

Communication skills: writing, singing, talking and sharing ideas and experiences

Social skills: respecting others space, ideas and opinions; cooperating willingly

MAKING CONNECTIONS

Concepts:

(Provocations/Questions/Activities/Experiences)

Newsflash Headline: Groups of students will reflect on their learning and write a newsflash headline about their art form and how they engaged an audience. All feedback from peers and students from other years will be used. Groups will work through feedback and use this to improve and write their headline.

Self and peer reflections: Students will reflect on each other's work. Any connections or questions will be written down and then original groups will try and discuss and relate to these connections. Connections to the central idea, lines of inquiry etc. Students will then be given an individual piece and paper and asked to make their own connections to the transdisciplinary theme, central idea and lines of inquiry. Inside - Outside circle sharing of thinking.

Learner Profiles

Inquirer: Reflecting on how they have been an inquirer.

Open-minded: Reflection on open-minded approaches/sharing.

Reflective: Constantly reflecting and trying to improve throughout the unit

Attitudes

Enthusiasm: By connecting ideas and feelings during peer reflection; students will show enthusiasm towards others hard work.

Creativity - Reflection will allow students to share and discuss one another's creativity involved in each art form.

Appreciation - Show appreciation towards one another and the information gained during the inquiry cycle.

Trans-disciplinary Skills

Self-management skills: Working responsibly with others

Communication skills: writing, singing, talking and sharing ideas and experiences

Social skills: respecting others space, ideas and opinions; cooperating willingly

TAKING ACTION

Concepts:

(Provocations/Questions/Activities/Experiences)

Student related and guided action is nurtured and encouraged. A few hours is spent asking students to think about possible action related to their inquiry.

- How is their action related to their inquiry?
- How is their action helping or affecting others?
- What kind of action can they inspire in others?

This unit encouraged students to take action in their personal and family lives more as the engagement with the audience was based around 'being part of the solution, not the pollution'. Groups used various art forms to express their concerns to engage and educate others about the plastic and waste problem Hong Kong faces. This gave rise to increased recycling; three for the see and plastic free days.

Learner Profiles

Inquirer: Asking questions related to their action.

Open-minded: Thinking of new ideas of taking action.

Reflective: Constantly reflecting and trying to improve throughout the unit

Attitudes

Enthusiasm: Enthusiasm towards making a change and taking action and responsibility for their learning.

Creativity - Students will come up with different creative ways of taking action.

Appreciation - Show appreciation towards for the environment and one another's differences and passions within the arts.

Trans-disciplinary Skills

Self-management skills: Working responsibly with others

Communication skills: writing, singing, talking and sharing ideas and experiences

Social skills: respecting others space, ideas and opinions; cooperating willingly

5. What resources need to be gathered?

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

Library books/novels, short movies, advertising videos, expressive videos; various forms of art expression; artist interaction etc. Poetry books; online database of expressive arts. Bookings with ceramic artist; Mr John for composing and Sarah Brennan.

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

Local author Sarah Brennan, puppet Show Company; art jamming; various interactions with the arts. Parents could come share their favourite story with the children; share their expertise if any.

MUSIC:

ART:

PE:

LIBRARY:

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 were engaged and motivated throughout this unit. Their involvement was obvious and this facilitated the learning and teaching. Students were able to understand and make connections with the central idea and could write the central idea in their own words. The students constantly referred back on the central idea when inquiring and finding out, to ensure they were on track. This was coupled with the lines of inquiry which helped students develop and produce their final art form presentations to engage an audience. Discussions were brought up daily that were connected to the central idea, learner profiles, attitudes and skills. This gave clear indication that students had a good understanding of the central idea.

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.

I feel that the assessment tasks allowed students to share their knowledge and understanding and were able to use group members to strengthen that even more. To get a more accurate picture of understanding I could have maybe replaced the 'what have I learned video' at the end of the unit with 'what do I understand about the central idea' instead. This would have given a clearer indication of understanding.

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

Students read, wrote and spoke about the connections between how knowing more about an art form and having a message to convey; you can engage an audience. They made connections with art in their daily lives and how these art displays are meant to convey a message or communicate a message to a particular audience. They identified with local art around Hong Kong and how life would be terrible without the various art forms that fill Hong Kong with vibrant colours and cultures. There were even some connections to how different people/countries enjoy different kinds of art eg. Dancing, singing, performing etc. There were connections with self-discovery; where students realized there are many ways of expressing and engaging through the arts. There were links to appreciation of what artists do and how creative anyone can be if they just try.

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?"**

Connection: Students developed an understanding of connection by connecting the arts to engaging and forming relationships with an audience. The students understood that these interactions of individuals affect others. Connection was also made when students discovered how different artists engage their audience and how personal choice affects audience engagement.

Function: Students shared ideas of how they can improve at creating in different art forms. They understood that the arts have a purpose and that there are many different art types and skills required for each. Students learned that different art forms have different functions and that it is a specialized skill.

Form: Observe and identify what is needed to create within the arts. Field trips and specialized teacher visits helped students identify skills and knowledge required to create within the arts. This was then identified and portrayed in their group work productions.

- **Demonstrate the learning and application of particular transdisciplinary skills?**

Social Skills: accepting responsibility and roles within groups; cooperating and resolving conflict

Self-management skills: time-management and organisation

Communication skills: listening, viewing, reading, presenting and written feedback

- **Develop particular attributes of the learner profile and/or attitudes?**

Reflective: How artists constantly reflect on their work to improve

Inquirer: Constantly asking questions when on field trips to gain information of the knowledge and skills required.

Open-minded: Open-minded to various art forms and the engagements with an audience; learn from the experience.

Appreciation: Appreciation for what others/artists are creating or expressing

Creativity: Using imagination and creativity to think in new and different ways.

Enthusiasm: To learn new things and put forward new ideas.

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.

Is everything art?

Is people art?

Do you have to have high skills for the arts?

How do you become a professional artist?

Why does art help to express ourselves?

Do performing artists enjoy performing in the streets?

Is it difficult to write a poem?

When was art invented?

Is construction a type of art?

What is the most popular type of art?

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.

- How can we get better at creating music/art/movement? (form)
- How do literary artists engage their audience? (function)
- How do musical artist engage their audience? (function)
- How can ICT or multimedia be used to create art? (connection)
- How do our choices affect our audiences' engagement? (form)
- What features affect our engagement? (connection)
- What do we need to know to create an art? (form)
- What skills must we develop to create an art? (function)
- How can we engage an audience through art? (connection)
- How can we show our identity in art? (connection)

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.

This unit encouraged students to take action in their personal and family lives more as the engagement with the audience was based around 'being part of the solution, not the pollution'. Groups used various art forms to express their concerns to engage and educate others about the plastic and waste problem Hong Kong faces. This gave rise to increased recycling; three for the see and plastic free days. The students decided on an "ART HOUR" every week. This will allow them to express through some form of art to help express or relax.

9. Teacher notes

- Unit Books are required

- Book production/films with more notice

- Look into Hong Kong Expressive Arts week earlier so that students can be involved.

Appendices (assessment proformas/rubrics)