1. What is our purpose?
To inquire into the following:
- transdisciplinary theme
  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
  We can express ideas and feelings without using symbols and language

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?
Observe children’s opinion and comments on each other’s pieces of work, how they accept differences and diverging points of view.
Children will have the opportunity to show appreciation towards different art pieces.
Children will use art as a means of communication throughout the unit.

Class/grade: Year 1 Age group: 6-7
School: St Francis College School code: 002117
Title: Let my art speak for me
Teacher(s): Mrs Fernandes, Mr Torii, Ms Garcia & Ms Mello
Date: August/September
Proposed duration: 60 hours over 6 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 (features and patterns), perspective (subjectivity, opinion) reflection (introspection)

What lines of inquiry will define the scope of the inquiry into the central idea?
- Famous Artists
- Vocabulary for emotions
- Different ways to express feelings
- Expression through Music, Drama, Dance and Visual Arts

What teacher questions/provocations will drive these inquiries?
1. What does the word Art mean to you?
2. What are the different ways of expressing ourselves?
3. Why do some people use Art as a medium to express their feelings and ideas?
4. Can the same Art piece have different meaning for different people?
5. What words can you use to express emotion?
### 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?

Children will observe some paintings and share what they have observed. Teachers will observe their comments and interpretation by doing some anecdotal records in order to assess their prior knowledge.

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

1. Anecdotal Records
2. Checklist
3. Anecdotal Records
4. Checklist
5. Anecdotal Records
6. Rubrics (self-assessment)

### 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?

1. Read the story, “The Dot” to introduce the question, What is Art?. Share the story with parents. Children bring feedback from home to discuss with the class.
2. Bring coloured objects from home to construct an installation art (colour wheel). Recognise that we are surrounded by colour and that colours are meaningful and are one of the tools for expressing feelings. Find about different forms of expression.
3. Investigate about some famous artists, their work and their painting techniques. Present the findings in the form of a recreation of one of the artists' work.
4. Compare (watching videos) different forms of Art (Music, Drama, Dance, and Photography). Discuss instruments/tools used in each. Contrast and compare each form.
5. Experiment with different Art forms and choose favourite(s) to express a feeling and then produce a piece of art using a form of their choice. Present it and discuss it.

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

1. Creativity, Communicator
2. Creativity, Self Management skills (spatial awareness)
3. Research Skills (Observing and Interpreting)
4. Creativity, Confidence, Fine Motor Skills, Gross Motor Skills
5. Research Skills (Observing), Appreciation, Open-minded
6. Thinking Skills (application), Fine Motor Skills, Social Skills (respecting others)

### 5. What resources need to be gathered?

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


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

Art books and materials, video cameras, still cameras will be available for the children.

Works of Art on display in the classroom.
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.

We could have used anecdotal records more frequently to better evaluate each student.

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

They were able to relate a feeling to every piece of art shown.

They were able to express different kinds of feelings (happy, sad, excited), and understand the expression of others.

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?”

  Our trip to the theatre enabled the students to better understand how artists express themselves in different ways.

  They also observed different forms of Brazilian culture when we went to the Afro Brazilian Museum.

- demonstrate the learning and application of particular transdisciplinary skills?

  Social Skills – They respected others while their friends were expressing themselves.

  Communication Skills – They were able to show their feeling through non verbal communication.

- develop particular attributes of the learner profile and/or attitudes?
Reflecting on the inquiry

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
Starting the unit with the book “The Dot” was very engaging and stimulating for the children.
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ourselves - Let my art speak for me_ Let my art speak for me

Year 1_ANEXO H - Unit planner - Unit 1 - How we express