

Class/grade: Grade 3  
 School: International School Ho Chi Minh City  
 Title: The Creative Process  
 Teacher(s): Sam Sherratt, Deborah Paul  
 Date: 15 August 2015  
 Proposed duration: 8 weeks

Age group:  
 School code: 001047



PYP planner

## 1. What is our purpose?

### To inquire into the following:

#### • Central idea:

Our creations evolve as we find inspiration, select materials, and experiment.

#### 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?**

	Beginning	Developing	Consolidating	Extending
How to develop a vision for their creation.	They want to make something but are not sure what it will be.	Through questioning and prompts they can describe what they see in their mind.	They have a clear image in their mind that they can describe verbally, in writing or sketching.	They have a clear image and can describe the creative process necessary to "realize it".
Properties of the materials they work with.	They know that different materials have different properties.	They choose an appropriate material, but not always the one best suited.	They consistently choose the best materials for their purpose.	They manipulate and "repurpose" materials .
The importance of change in the creative process.	They recognize change in their own work.	They allow some change to occur in their own work.	They are comfortable with change/evolution in their own work.	They embrace and seek change/evolution in their own work.

Students will document their creative process using iPads and write about their understandings in Art Portfolios and a "Know, Wonder, Learn" worksheet.

## 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?**

**Key Concepts:** Form, Function, Change

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

- How we develop our visions for our creations
- The properties of the materials we work with.
- The importance of change in the creative process.

## 3. How might we know what we have learned?

**What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?**

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

- How we develop our visions for our creations
- The properties of the materials we work with.
- The importance of change in the creative process.

#### 4. How best might we learn?

##### Selected Learner Profile Items

- **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

##### Attitudes

Cooperation, Creativity, Enthusiasm.

##### Transdisciplinary Skills

- **Research Skills:** Formulating Questions, Observing, Planning.
- **Self-Management Skills:** Fine Motor, Spatial Awareness, Organization, Time Management.
- **Social Skills:** Accepting Responsibility, 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?**

#### 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.**

Deborah:

- 90% of students made multiple projects, almost all of them changed their idea.
- Most ideas didn't evolve so much as completely change. (ex, first they made a paper mache fish and then they made a doll house)
- Most students did not experiment with materials to choose the best one for their idea: they generally chose the first one they thought of/knew how to use, and were happy to use just that, regardless of how effective it was or how it looked.
- 99% of students were very inspired and excited by making their own idea, absolutely engaged and energized.
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Ms. Hang:

- The students were really inspired to have the opportunity to choose their own project, be "trusted" on their independent creativity.
- Problem solving on using materials, building/fixing, help with thinking skills, creativity and improving art skills.
- The changes they made during the process are the result of their creativity and evolve to a new idea.

**How could you improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.**

Deborah:

- All of the assessments were Formative. I should have included a Summative as well, as it might have helped focus the kids on making the projects more "aesthetically pleasing"
- In the beginning, the kids were so excited to get their hands on materials and make whatever they wanted, they weren't too concerned with how it looked. I had hoped/assumed that, after a few weeks of working and as they got used to the process, that that would change and they would begin to care about how it looked. That never happened.
- I try to not make my projects about the "product" and keep it all about "process", as that is what is most important at this age, but
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Ms Hang:

- During the process, the kids might use their notebook/video to record their thoughts, new ideas, changes, and material choice.

**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?"**

**What were the learning experiences that enabled students to demonstrate the learning and application of particular transdisciplinary skills?**

**What were the learning experiences that enabled students to develop particular attributes of the learner profile and/or attitudes?**

## 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

### Scope and Sequence

#### Science - Materials and matter (Grade 3)

##### Learning Outcomes

- Properties, behaviours and uses of materials, both natural and man-made
- How materials are manipulated to suit a purpose

#### Visual Arts - Creating Art (Grade 3)

##### Learning Outcomes

- Use the creative process and the language of art to communicate through a variety of media and techniques