

Class/grade: Early Explorers 4, Kindergarten, Grade 1, Grade 2  
School: International School Ho Chi Minh City  
Title: Drawing  
Teacher(s): Deborah Paul  
Date: 01 August 2016  
Proposed duration: 36 weeks

Age group:  
School code: 001047



PYP planner

## 1. What is our purpose?

### To inquire into the following:

#### • Central idea:

We can draw what we see and think by creating lines and shapes.

#### 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?**

Create drawings of people, places, and things from memory, observation, and imagination.

## 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:** Change, Perspective, Reflection

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

- How to translate a thought into a tangible object.
- How to render an observed object into a personally pleasing drawing.
- How to take risks and be comfortable with the results, in their work and others.

## 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?**

Assessment will include the following:

- Product, ie, finished Artwork
- Process, ie, how the artwork is made
- Observation
- Discussion
- Student reflection: written (Two Stars and A Wish), discussion (with partner or teacher)

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

- How to translate a thought into a tangible object.
- How to render an observed object into a personally pleasing drawing.
- How to take risks and be comfortable with the results, in their work and others.

## 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?**

EE4:

- Doggie print
- Butterfly
- Scroll family portrait
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KG:

- Word self-portrait
- Hot Dogs

- Cool Cats
- Painted animal collage
- Family portrait
- Winter tree-blown ink
- Landscape drawing
- Jungle
- Bottom of ocean

Gr 1:

- Summer activity
- Color of me-hand
- City printmaking
- Comic book
- Neighborhood collage
- Landmark painting
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Gr 2:

- Self Portrait
- Van Gogh bedroom
- Pop Art printmaking
- Observational landscape drawing
- Observational plant drawing
- papier mache mask

### Selected Learner Profile Items

- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **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.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### Attitudes

Cooperation, Creativity, Enthusiasm, Confidence, Independence.

### Transdisciplinary Skills

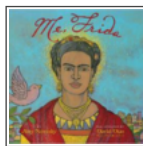
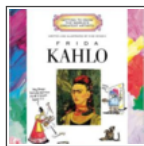
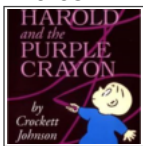
- **Research Skills:** Observing, Planning.
- **Self-Management Skills:** Fine Motor, Spatial Awareness, Organization, Time Management.
- **Thinking Skills:** Acquisition of Knowledge, Comprehension, Application.
- **Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles.
- **Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting.

## 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?**

**Photos:**



**File:** Self-Portraits.pptx

**File:** Rousseau.pdf

**File:** landscape\_drawing.pptx

**File:** Grade\_One\_Creation\_Worksheet.docx

**File:** Comic\_Book\_Worksheet.docx

**File:** Cezanne.pdf

6. To what extent did we achieve our purpose?

7. To what extent did we include the elements of the PYP?

8. What student-initiated inquiries arose from the learning?

9. Teacher Notes

## Scope and Sequence

### Visual Arts - Historical and Cultural Context (Grade 2)

#### Learning Outcomes

- Understand how art has shaped and preserved history and culture

### Visual Arts - Creating Art (Early Explorers 4)

#### Learning Outcomes

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

### Visual Arts - Creating Art (Kindergarten)

#### Learning Outcomes

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

### Visual Arts - Creating Art (Grade 1)

#### Learning Outcomes

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

### Visual Arts - Creating Art (Grade 2)

#### Learning Outcomes

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

### Visual Arts - Connections (Early Explorers 4)

#### Learning Outcomes

- Use arts to make connections

### Visual Arts - Connections (Kindergarten)

#### Learning Outcomes

- Use arts to make connections

### Visual Arts - Connections (Grade 1)

#### Learning Outcomes

- Use arts to make connections

### Visual Arts - Connections (Grade 2)

#### Learning Outcomes

- Use arts to make connections