

Class/grade: Early Explorers 4, Kindergarten, Grade 1, Grade 2
School: International School Ho Chi Minh City
Title: Shape
Teacher(s): Deborah Paul, Lianne Kalapaca
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:

Shapes can be manipulated.

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?

Students will draw, trace, cut, and paint pre-existing shapes and create their own organic shapes.

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, Causation, Change

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

- How shapes can describe reality.
- How shapes can be copied and invented.
- How shapes can be manipulated and arranged in a composition.

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 shapes can describe reality.
- How shapes can be copied and invented.
- How shapes can be manipulated and arranged in a composition.

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
- Hungry Caterpillar
- Tree ornament
- Rainbow of my Own
- Make a line-paintings
- Rainbow fish

- Magic Hat
- Papier mache bowl
- Magic carpet
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KG:

- color and shape window collage
- Hot Dogs
- Cool Cats
- Painted animal collage
- Family portrait
- Winter tree-blown ink
- Landscape drawing
- Jungle
- Bottom of ocean
- coil pot
- coil pot monster
- papier mache box

Gr 1:

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

- Self Portrait
- Van Gogh bedroom
- Time machine
- 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, Collecting Data.
- **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?

Youtube: <http://https://www.youtube.com/watch?v=D6ulONVMTxE>

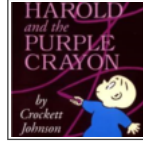
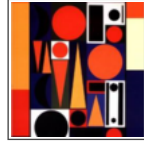
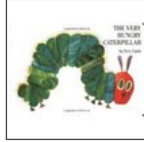
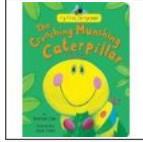
Youtube: <http://https://www.youtube.com/watch?v=W9SemYK9HEw>

Website: <http://http://www.metmuseum.org/metmedia/interactives/art-trek/romare-bearden-lets-walk-the-block>

Youtube: http://https://www.youtube.com/watch?v=FpLPx_Akl7Y&list=PLvjeTYAhzNU2v7Fve-_OGMbAeOhEcxinQ&dex=2

Website: <http://http://www.lakesidepottery.com/Pages/Pottery-tips/Making-a-clay-coiled-pot-Lakeside-Pottery-Tutorial.htm>

Photos:



File: Warhol-colorful_multi_prints.pptx

File: Self-Portraits.pptx

File: Masks-Gr_2.pptx

File: landscape_drawing.pptx

File: Grade_One_Creation_Worksheet.docx

File: EE4_Design.docx

File: Coil_pots.pptx

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 - 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