**Planning the inquiry**

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| **1. What is our purpose?****To inquire into the following:*** **Transdisciplinary theme:**
* **How We Express Ourselves**

* **Central idea : Visual art is a tool to create and express ideas.**

**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? * Discussions about the topics- Students will interact in a conversation about what the word art means, what are different ways of expressing ourselves, and how art have different meanings for different people and the teacher will take notes on what the students say.
* Doing a matrix on the students participating in line dancing.
* Doing a matrix and taking notes on what students say during our story time discussion.
* Discussion on what we saw during our virtual tour.
* Work samples of pictures the children draw about traditions in their households.

 | Class/grade: Pre-K Age group: 4 & 5School: Copeland Elementary School code: Title: Teacher(s): Ms.Godbee & Mrs. HanleyDate: 10-5-2020Proposed duration: number of hours over number of weeks:7weeks**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?* Connection
* Causation
* Perspective

**What lines of inquiry will define the scope of the inquiry into the central idea?****What the word “art” means to you?****What are different ways of expressing ourselves?****How does art have different meanings for different people?****What teacher questions/provocations will drive these inquiries?*** What traditions does your family have? (birthdays, holidays, etc.)
* How many different traditions do we do at school?
* What do you think a tradition is?
* What kind of art do you see around the holidays?

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| **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?* KWL chart on traditions
* Discussions on traditions
* Matching game- matching traditions to a specific holiday

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?* Grab and go art- setting out supplies and having the children create an art piece and explain what they made.
* Interpret Dancing to express ourselves
* Art work interpretation project
 | **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?* Discussion starters
* Virtual field trip to an art museum- What was your favorite art piece? (Discussion)
* Pipe Cleaner Christmas Tree
* Painting Pumpkins
* Paper Plate Turkey project
* Ms. Mahon will come to the classroom to do an art project with the students.

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

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| * Using communication skills to discuss traditions in our households.
* Using social skills to work on the art work interpretation project.
* Using thinking skills to determine what an art piece is
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| **5. What resources need to be gathered?**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?Art Museum field trip- <https://www.youtube.com/watch?v=mQMlZHpo6w0>Maybe Something Beautiful- <https://www.youtube.com/watch?v=nL5TzKaDXzA>Arthur’s Birthday- story BookHoliday songs-YouTubeLine Dances- YouTubeChart PaperMarkersPaperPromethium BoardArt materials (glue, stickers, form pieces, and collage materials)How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry? * Create a holiday center
* Place holiday books in the library center
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| **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. 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?”
* demonstrate the learning and application of particular transdisciplinary skills?
* develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.  |
| **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** |

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